
NATIONAL CENTER FOR EDUCATION STATISTICS

Dropout Rates in the United States: 1991

U.S. Department of Education
Office of Educational Research and Improvement

NCES 92-129

F. Ogle

Dropout Rates in the United States: 1991

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"The purpose of the Center shall be to collect, and analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

September 1992

FOREWORD

The National Center for Education Statistics (NCES) collects and publishes information on the condition of education in the United States. The Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297) mandated specifically that NCES collect and publish data about dropping out of school. One of these mandates requires NCES annually to report dropout and retention rates for a 12-month period to the appropriate committees of Congress on the second Tuesday after Labor Day, beginning in 1989. This report was prepared pursuant to that mandate and is NCES' fourth annual report on dropout rates.

This report presents the data for 1991 on high school dropout and retention rates. This report also examines high school completion and graduation rates. At the conclusion of the report is a discussion of new data collection efforts by NCES that have a direct bearing on the issues of high school dropouts and graduates.

The report is based on the best and most current national data available at this time. It utilizes the Current Population Survey conducted by the Bureau of the Census to develop national event and status dropout rates; 1990 Decennial Census to develop status dropout rates for states, counties, and large cities; and the National Education Longitudinal Study of 1988 to develop an 8th- through 10th-grade cohort dropout rate. NCES is currently pursuing an extensive, integrated program to expand and improve data collected about dropouts in response to the provisions of P.L. 100-297. These efforts were described in an earlier report, *Activities to Plan and Implement the Reporting of School Dropout and Retention Indicators: Status Report to the United States Congress on Activities Related to Section 406 (G) of the General Education Provisions Act (GEPA) as Amended by Public Law 100-297*, May 1989. To this end, a dropout statistics collection was initiated in the 1991-92 school year as a component of the NCES Common Core of Data (CCD).

I hope the information in this report will be useful in discussions about this critical national issue.

Emerson J. Elliott
Acting Commissioner of
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ACKNOWLEDGMENTS

This report was prepared under the direction of Jeffrey Owings, Chief, Longitudinal and Household Studies Branch, Elementary/Secondary Education Statistics Division. Many individuals made substantial contributions to the preparation of this report. Without the assistance of Robin Henke, Andrea Livingston, and Leslie Retallick of MPR Associates this report could not have been prepared. They provided invaluable analytical, editorial, graphic, and production assistance.

Without the assistance of Robert Kominski, Chief, Education and Social Stratification Branch, Population Division, Bureau of the Census, and Rosalind Bruno of his staff, the sections of this report based on CPS data could not have been prepared. They provided data tapes, special tabulations, and guidance in interpreting the data. Paula Schneider, Paul Siegel, and Marie Pees of the Population Division, Bureau of the Census, provided assistance with the 1990 U.S. Census Sample Detail File.

Numerous members of the NCES staff provided assistance in preparing various parts of the report. Nabeel Alsalam and his staff provided invaluable assistance in formulating the definition of event dropouts in CPS. Nabeel also provided the family income data used in the reporting of the event and status rates in this report. Mary Frase provided the detailed Hispanic population status rates from the November 1989 CPS. Roger Herriot provided assistance with the 1990 Census data.

The report was reviewed by Susan Ahmed, Mary Frase, John Grymes, and Robert Burton of NCES; Robert Kominski, Bureau of the Census; Russell Rumberger of the University of California at Santa Barbara; and Charlene Rivera of George Washington University. Their efforts and contributions are greatly appreciated.

EXECUTIVE SUMMARY

This is the fourth annual dropout report to Congress by the National Center for Education Statistics. It presents data for 1991 on high school dropout and retention rates along with time series data for the period from 1972 to 1991. Decennial Census data from 1990 are included to provide dropout rates for states, counties, and large cities. For the first time, dropout rates are presented separately for persons with different levels of income. Detailed status rate data on educational and generational levels of Hispanic dropouts are also included for the first time. This report also contains new data on the cohort dropout rates for eighth-graders who dropped out of school between 1988 and 1990. In addition, a detailed examination of high school completion and graduation rates is presented.

Types of Dropout Rates

There are a variety of ways to define and calculate dropout rates. Each type of dropout rate measures a different facet of dropping out. Three types of dropout rates are discussed in this report: event rates, status rates, and cohort rates.

- Event rates measure the proportion of students who drop out in a single year without completing high school.
 - Event rates are important because they reveal how many students are leaving high school each year and how each year's rates compare with previous ones.
- Status rates measure the proportion of the population who have not completed high school and are not enrolled at one point in time, regardless of when they dropped out.
 - Status dropout rates are important because they reveal the extent of the dropout problem in the population and, therefore, suggest the magnitude of the challenge for further training and education that will permit these individuals to participate more fully in the economy and the life of the nation.
 - Status dropout rates are much higher than event dropout rates because they represent the cumulative impact of the annual dropout rates over a number of years.
- Cohort rates measure what happens to a single group (or cohort) of students over a period of time.
 - Cohort rates are important because they reveal how many students in a single age group (or in a specific grade in school) drop out over time.
 - Cohort rates also allow the calculation of how many dropouts from the cohort eventually complete high school with a diploma or an alternative credential.

This report updates the data on event and status rates presented in last year's report and presents several cohort rates, including those from the eighth-grade class of 1988.

Event, Status, and Cohort Dropout Rates

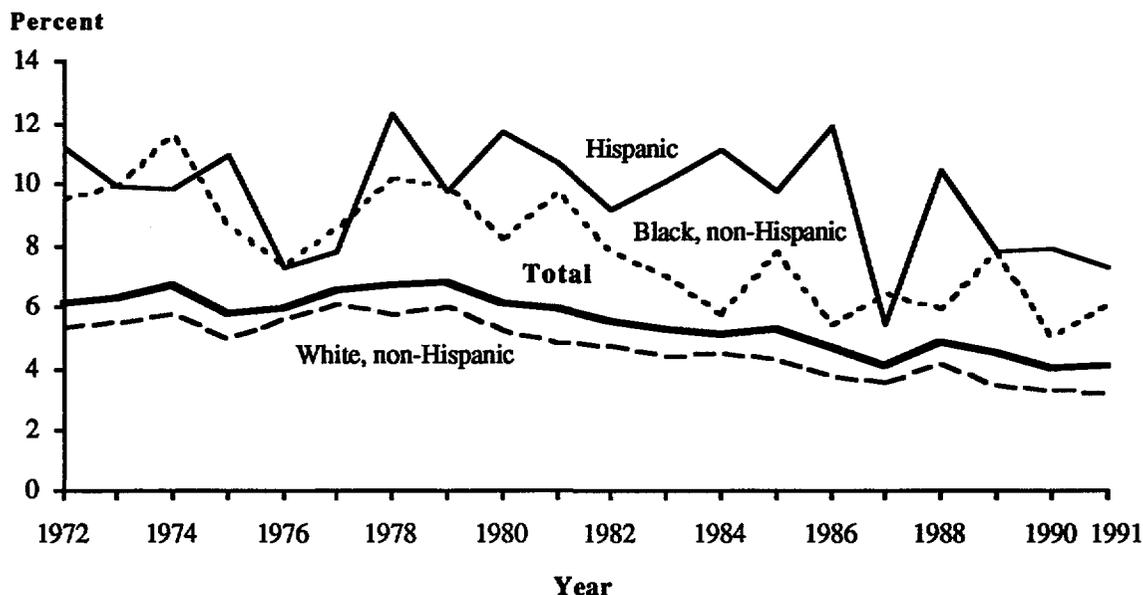
National dropout rates have declined over the last decade. The event dropout rate for persons 15 through 24 years old in grades 10-12 was 6.1 percent in 1980 and 4.0 percent in 1991. Furthermore, the status dropout rate for persons 16 through 24 years old was 14.1 percent in 1980 and 12.5 percent in 1991.

Analyses of the most recent dropout rates for 1991 by selected demographic characteristics reveal consistent patterns across the three types of national dropout rates—event, status, and cohort. In particular, male and female dropout rates are comparable, and central city rates are higher than suburban rates. Furthermore, within current income levels, black dropout rates are not significantly different than white rates.

Event Rate

- In 1991, some 4.0 percent of 15- to 24-year-olds in grades 10 to 12 dropped out of school. The event dropout rate represents approximately 348,000 students dropping out of school in 1991.
- The school retention rate for 1991—the proportion of students graduating or remaining in school from one year to the next—was 96.0 percent.
- The event dropout rate was highest among 15- through 24-year-olds living in families at the low income level, intermediate at middle income levels, and lowest at high income levels.
- The event rate for 1991 was not statistically different from the rate for 1990, nor were there significant differences between the rate for 1991 and the rate for 1990 for males, females, or members of different racial or ethnic groups.
- The event dropout rate has fallen over the last decade. In the late 1970s, the annual event dropout rate was over 6 percent. By 1991, the rate was 4.0 percent (figure A). The decline in the event dropout rate over the last decade occurred at each grade level and at each age. This decline is also evident in the event dropout rates for white and black students.
- While low income students, students living in central cities, and older students were more likely to drop out than other students, the majority of students who dropped out over the last year were white, were under 20 years old, and lived in middle or high income families and in suburban or non-metropolitan areas.

Figure A.—Event dropout rates for grades 10–12, ages 15–24, by race-ethnicity: October 1972 through October 1991



SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished tabulations.

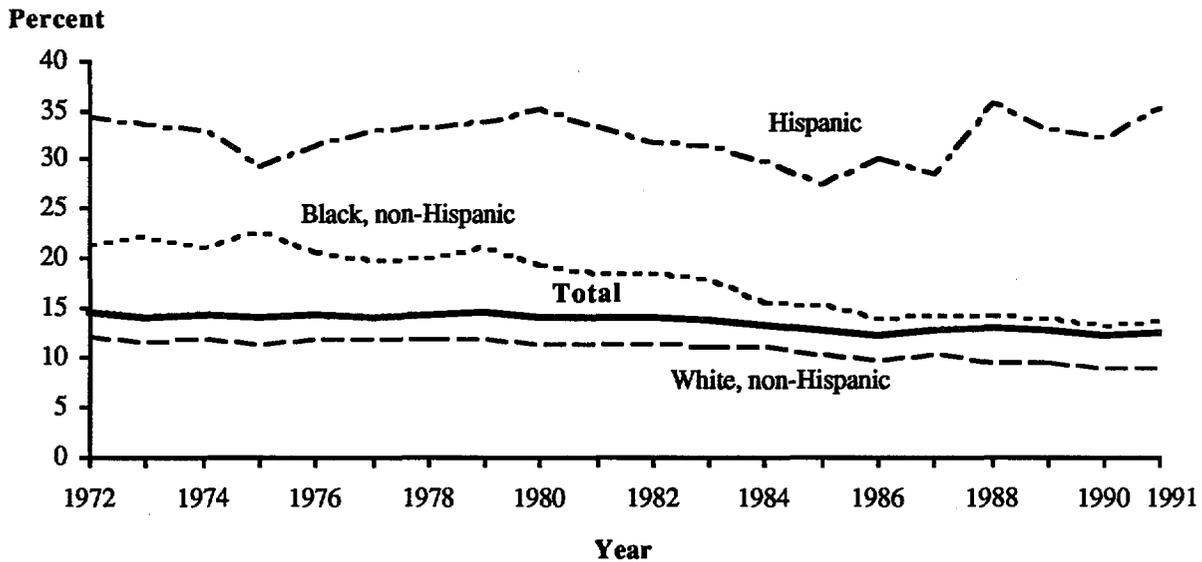
Status Rate

- In 1991, approximately 3.9 million persons in the United States ages 16 through 24 had not completed high school and were not currently enrolled in school. This represented about 12.5 percent of all persons in this age group.
- Decennial Census data show that 11.2 percent of the 16- through 19-year-olds in 1990 had not completed high school and were not currently enrolled in school.
- In 1990, there were 5 states and the District of Columbia in which more than 14 percent of the 16- through 19-year-olds had not completed high school and were not currently enrolled in school—Georgia, Florida, Arizona, California, and Nevada.
- There is more variability in the status dropout rate in smaller geographic areas. The status dropout rate was above 20 percent in 23 of the 250 largest cities in the United States, above 20 percent in 133 counties, and above 30 percent in 17 counties.
- The 1991 status rate for all persons ages 16 through 24 was not statistically different from the 1990 rate, nor were there significant differences between

the 1991 and 1990 rates for males, females, or members of different racial or ethnic groups.

- The percentage of young persons who are status dropouts has generally declined over the last two decades. In 1972, some 15 percent of persons 16 through 24 were not enrolled and had not completed high school, compared with 13 percent in 1991 (figure B).
- Persons in central cities, in the southern or western regions of the country, in low income families, and persons of Hispanic origin were more likely to be status dropouts than were other persons.
- There were no differences between the status dropout rates of white and black 16- to 24-year olds at each of three income levels. In addition, the rates for whites and blacks were constant within each income group since the early 1980s.
- About one-third of all Hispanics age 16 through 24 had not finished high school and were not enrolled in school. The status dropout rate of 43 percent for Hispanics ages 16 through 24 who were born outside of the 50 states and the District of Columbia was higher than the status dropout rates for first generation Hispanics (17 percent) or second generation or more (24 percent).
- The status dropout rates for Hispanics, taken as a group, ranged from two to five times those of whites and blacks. However, when dropout rates were computed separately for Hispanic subgroups, the rates for Mexican-Americans and Puerto Ricans were three times the rates for non-Hispanics, while the rate for Cubans was about the same as the non-Hispanic rate.

Figure B.—Status dropout rates for persons ages 16–24, by race–ethnicity: October 1972 through October 1991



SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished tabulations.

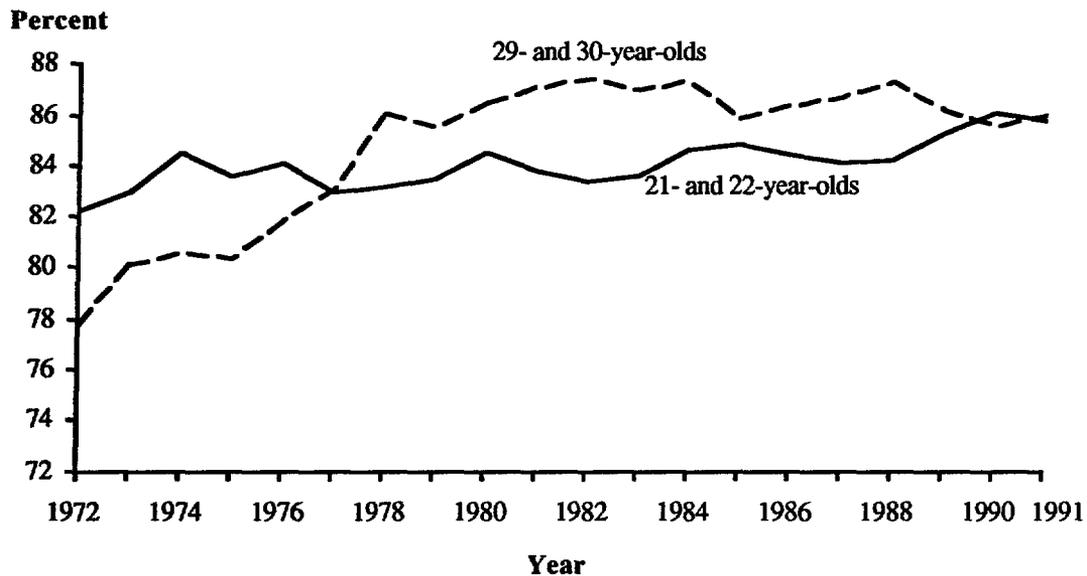
Cohort Rates

- Some 6.8 percent of the eighth-grade cohort of 1988 dropped out of school between the 8th and 10th grade. There were not significant differences in the percentage of male and female eighth-graders dropping out.
- Hispanic and black students in the 1988 eighth grade cohort dropped out at almost twice the rate of whites and Asians.
- In 1990, the vast majority of dropouts from the eighth grade class of 1988 planned to eventually complete their high school education. (In fact, 2.4 percent claimed that they already had completed by passing the GED exam.) Less than 5 percent did not plan to return to school—3.5 percent of males and 4.8 percent of females.
- Some of the most common reasons that students cited for dropping out were related to their experiences in the schools they left behind—including a general dislike for school and/or failure in their schoolwork. Furthermore, over 40 percent reported the opportunity to improve their academic skills as a reason to return to school.
- About one-third of female dropouts said they left school because they were pregnant. A relatively large proportion of female dropouts also said they would be likely to return to school if they did not have to support their family, or if they could attend classes at night or on the weekends.

High School Completion and Graduation

- The high school completion rate, defined as the percentage of all persons ages 21 and 22 who have completed high school by receiving a high school diploma or equivalency certificate, was 85.7 percent in 1991. This rate has gradually increased over the last 20 years from approximately 82 percent in 1972 to 86 percent in 1991 (figure C).
- The high school completion rate for 29- and 30-year-olds increased markedly from about 78 percent in 1972 to around 87 percent in the early 1980s, and has remained level over the past decade.

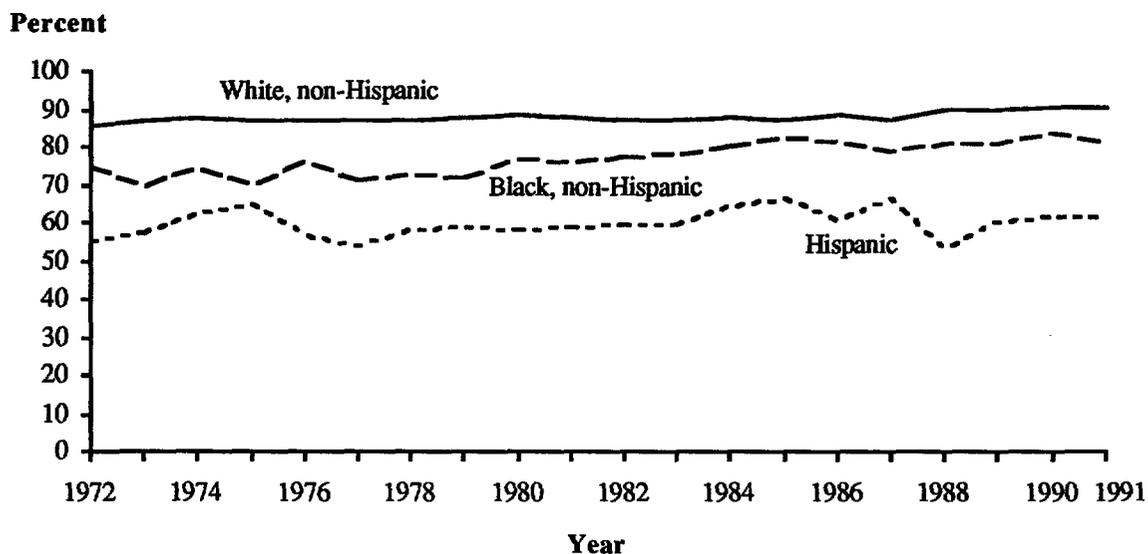
Figure C.—High school completion rates for persons of selected ages, by age group: October 1972 through October 1991



SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished tabulations.

- Trends in the completion rates for white and black 21- through 22-year-olds (figure D) show larger increases for blacks than for whites, narrowing the difference between the two groups. Completion rates for white 21- and 22-year-olds increased from approximately 85 percent in 1972 to approximately 90 percent in 1991. Completion rates for black 21- and 22-year-olds increased from approximately 74 percent in 1972 to just over 81 percent in 1991.

Figure D.—High school completion rates for all 21- and 22-year-olds, by race-ethnicity: October 1972 through October 1991



SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

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INTRODUCTION

The measurement and analysis of dropout rates and high school completion and graduation rates is one essential element in tracking the progress of students through the American educational system. The Special Study Panel of Education Indicators' 1991 Report noted that students who drop out of school are not acquiring the competencies needed to function successfully in the American economy.¹ The Panel expressed concern that despite modest improvements in the dropout rates nationwide, a sizable number of youth (3.9 million) are not in school and have not completed high school. They suggested that unemployment statistics reported by educational level could help monitor the economic consequences of education and training. Unemployment statistics for 1991 show that at least two times as many dropouts as graduates were unemployed (23.1 percent versus 9.4 percent).²

The national importance of this educational problem was also highlighted by the President and governors' inclusion of high school completion in their 1990 list of national education goals. The specific goal is to increase the high school graduation rate to at least 90 percent by the year 2000. Two additional objectives were identified as part of the aim to meet the high school completion goal:

- The nation must dramatically reduce its dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.³

The National Forum on Education Statistics recognized the importance of standard, reliable, consistent time series data to monitor patterns in high school dropout, graduation, and completion rate data. A 1990 report from this group, *A Guide to Improving the National Education Data System*, recommends that:

- NCES, in cooperation with state departments of education, should obtain and periodically report comparable state-by-state data on school dropouts and completers by race-ethnicity, sex, and other important subgroups.

In recent years the National Center for Education Statistics (NCES) has taken a number of steps to ensure the availability of improved dropout data. For example, NCES conducted a field test of a dropout data collection from 1989 to 1991. As a result, a dropout statistics collection was initiated in the 1991-92 school year as a component of the NCES Common Core of Data (CCD). In addition, in 1988 the Hawkins-Stafford Elementary and Secondary School Improvement Amendments (P.L. 100-297) (20 U.S.C. 1221e-1)

¹U.S. Department of Education, National Center for Education Statistics, Special Study Panel of Education Indicators, *Education Counts: An Indicator System to Monitor the Nation's Educational Health* (1991).

²U.S. Department of Labor, Bureau of Labor Statistics, *Employment and Earnings*, January 1992, Vol 39:1.

³Office of the Press Secretary, the White House, "National Education Goals," Press release, January 31, 1990.

included provisions for NCES to report a dropout rate for a 12-month period to Congress on an annual basis starting in 1989.

Over the last 3 years NCES has published annual reports to Congress on dropout and retention rates.⁴ The present publication is the fourth annual high school dropout report to Congress. This report contains three main sections. First, it provides an update on data on three measures—event, status, and cohort dropout rates—presented in the first three annual reports. The second section of the report focuses its discussion on the Current Population Survey data on high school completion and graduation. In the third section, new NCES data collection efforts related to high school dropouts are described. At the end of the report, technical appendices provide a discussion of the statistical methodology used and also present standard errors for all estimates.

This year's dropout report differs in several ways from previous years' reports to Congress on dropout and retention rates. Decennial Census data are included to provide status dropout rates for states, counties, and large cities. Also included for the first time are dropout rates disaggregated by income level and by income level and race. In addition, detailed status rate data on generational and educational levels of Hispanic dropouts are presented. The discussion on high school completion and graduation rates focuses on two age groups which were selected to represent the experience of the young adult population soon after completion of high school (21- and 22-year-olds) and the experience of a somewhat older group after several years' opportunity for late completers to return (29- and 30-year-olds).

⁴P. Kaufman, M. M. McMillen, & S. Whitener, *Dropout Rates in the United States: 1990*, U.S. Department of Education, National Center for Education Statistics, (September 1991); P. Kaufman & M. Frase, *Dropout Rates in the United States: 1989*, U.S. Department of Education, National Center for Education Statistics, (September 1990); and M. Frase, *Dropout Rates in the United States: 1988*, U.S. Department of Education, National Center for Education Statistics, (September 1989).

EVENT, STATUS, AND COHORT DROPOUT RATES

Event Rates

Event dropout rates provide a measure of recent dropout experiences. This rate measures the proportion of individuals who dropped out of school over a specified time interval, such as a 12-month period. Using the October Current Population Survey (CPS), data are available on the number or proportion of students who were enrolled in high school a year ago, are not enrolled in grades 10–12 now, and have not completed high school—that is, the number or proportion of students who dropped out in the past year.⁵ The CPS does not collect data on last year's enrollment for persons younger than 15 years old. This makes it difficult to calculate dropout rates below grade 10. Using the existing data, event dropout rates can be computed in the aggregate over the grade 10 through grade 12 range, or separately as grade specific rates for each grade—10, 11, and 12. Similarly, they can be aggregated over a range of ages, or separately for single years of age. The aggregate, grade-specific, and age-specific event dropout and school retention rates are shown below for the most recent years, along with trends in the event dropout rate from 1972–1991.

Event Rate: 1991

Table 1 shows the aggregate event rates for 1989–1991. In 1991, approximately 348,000 students or 4.0 percent of all high school students 15 through 24 years old dropped out of grades 10–12.⁶ The school retention rate is the converse of the event dropout rate. That is, the event dropout rate plus the school retention rate sum to 100 percent. The school retention rate reflects the proportion of 15- through 24-year-old students remaining in school from one year to the next or completing high school in that year. It was 96.0 percent for 1991. Table 1 also shows that the percentage of students dropping out in 1991 is the same as the annual rate for 1990.⁷

⁵Specifically, the numerator of the event rate for 1991 is the number of persons 15 through 24 years old surveyed in 1991 who were enrolled in high school in October 1990, were not enrolled in high school (grades 10–12) in October 1991, and who also did not complete high school (i.e., had not received a high school diploma or an equivalency certificate) between October 1990 and October 1991. The denominator of the event rate is the sum of the dropouts (i.e., the numerator) and the number of all persons 15 through 24 years old who completed grades 10, 11, and 12 last year or who graduated high school last year.

⁶This year's report compared to last year's report uses a slightly different definition of the event dropout rate. Specifically, this year's rate includes in the denominator all students who reported they graduated high school last year, regardless of whether they reported completing more than 12 years of school. This results in a slightly larger denominator and a slightly lower estimate of the rate. For example, using last year's definition, the rate for 1990 was 4.1 percent, while using this year's definition the 1990 rate is 4.0 percent.

⁷Standard errors for all tables are provided in appendix A of this report.

Table 1.—Event dropout and retention rates and number of dropouts ages 15–24 in grades 10–12: October 1989 through October 1991

Year ending	Event dropout rate (percent)	School retention rate (percent)	Number of dropouts (in thousands)
1989	4.5	95.5	403
1990	4.0	96.0	347
1991	4.0	96.0	348

NOTE: Some figures are revised from those previously published. Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table 2 shows the 1991 event dropout and school retention rates for demographic characteristics of persons 15 through 24 years old. The event dropout rate was highest among 15- through 24-year-olds living in families at the low income level, intermediate at middle income levels, and lowest at high income levels.⁸ Although the dropout rates disaggregated by race–ethnicity appear to follow the patterns reported in recent years, where the dropout rates observed for Hispanic students were higher than those for white students, the observed differences between racial or ethnic categories in the 1991 event dropout rates were not statistically significant. Students residing in central cities dropped out at a higher rate than did students in suburban areas.⁹

The event rate for 1991 was not statistically different from the rate for 1990, nor were there significant differences between the rate for 1991 and the rate for 1990 for males, females, or members of different racial or ethnic groups.

⁸While the event of dropping out may have taken place at any time over the previous year, family income is measured for the 12-month period preceding the survey in October of the current year. It is therefore possible that the family income of the student at the time they dropped out was somewhat different than their current family income. Furthermore, family income is from a single question asked of the household respondent in the October CPS. In some cases, there are persons 15 to 24 years old living in the household that are unrelated to the household respondent, yet whose family income is defined as the income of the family of the household respondent. Also, persons may be living in a household without their parents. Family income in this case measures something other than family background. However, an analysis of 1991 dropout rates by family status indicated that the bias introduced by persons not living in households with their parents was not significant. See the technical appendix for more details.

⁹The statistical significance of these comparisons were assessed with Student's t-test with a Bonferroni correction for multiple comparisons. For a full discussion of the statistical methods used in this report, see appendix B.

Table 2.—Event dropout and retention rates and number and distribution of dropouts from grades 10–12, ages 15–24, by sex, race–ethnicity, income, region, and metropolitan status: 1991

	Event dropout rate (percent)	School retention rate (percent)	Number of dropouts (thousands)	Percent of all dropouts
Total	4.0	96.0	348	100.0
Sex				
Male	3.8	96.2	168	48.3
Female	4.2	95.8	180	51.7
Race–ethnicity¹				
White, non-Hispanic	3.2	96.8	198	56.9
Black, non-Hispanic	6.0	94.0	81	23.3
Hispanic	7.3	92.7	60	17.2
Family income²				
Low income level	10.6	89.5	124	35.6
Middle income level	4.0	96.0	198	56.9
High income level	1.0	99.0	25	7.2
Region				
Northeast	3.4	96.6	52	14.9
Midwest	3.7	96.3	85	24.4
South	5.0	95.0	147	42.2
West	3.3	96.7	64	18.4
Metropolitan status				
Central city	5.7	94.3	144	41.4
Suburban	3.0	97.0	120	34.5
Non-metropolitan	4.1	95.9	84	24.1

¹ Not shown separately are non-Hispanics who are neither black nor white, but who are included in the total.

² Family income in current residence. Low income is defined as the bottom 20 percent of all family incomes for 1991; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes.

NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1991, unpublished data.

While 10th through 12th grade students living in low income families were more likely to drop out than their peers, and students living in central cities were more likely to drop out than their suburban counterparts, the majority of all students were white, lived in suburban or non-metropolitan areas and in middle or high income families. Therefore, the majority of students who dropped out over the year were not from minority backgrounds and did not live in low income households or in central cities. On average, 56.9 percent

were white, 58.6 percent lived in suburban or non-metropolitan areas, and 64.1 percent lived in middle or high income households.

Grade-specific event dropout and school retention rates for persons 15 through 24 years old in grades 10–12 in 1991 are shown in Table 3. In 1991, approximately 105,000 students or 3.3 percent of all 10th graders and 101,000 or 3.2 percent of all 11th graders dropped out of school. About 4.7 percent of the 12th graders (142,000 students) dropped out in 1991.¹⁰

Table 3.—Event dropout and retention rates and number and distribution of dropouts from grades 10–12, ages 15–24, by grade level: 1991

	Event dropout rate (percent)	School retention rate (percent)	Number of dropouts (thousands)	Percent of all dropouts
Total	4.0	96.0	348	100.0
Grade*				
10th grade	3.3	96.7	105	30.2
11th grade	3.2	96.8	101	29.0
12th grade	4.7	95.3	142	40.8

* Dropouts were assumed to have dropped out in the next grade higher than the highest grade they actually completed, therefore summer dropouts are assigned to the next highest grade.

NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1991, unpublished data.

Age-specific event dropout and school retention rates for persons ages 15–24 years old in grades 10 through 12 in 1991 are shown in Table 4. The dropout rate for students enrolled in grades 10–12 increases with each age, from 2.5 percent of the 15- and 16-year-olds to 5.8 percent of the 19-year-olds and 10.3 percent of the 20- through 24-year-olds. Also, about 60 percent of the 15- through 24-year-olds who dropped out of grades 10–12 in 1991 were age 17 or 18.

¹⁰Differences in event dropout rates between grades were not statistically significant.

Table 4.—Event dropout and retention rates and number and distribution of dropouts from grades 10–12, ages 15–24, by age group: 1991

	Event dropout rate (percent)	School retention rate (percent)	Number of dropouts (thousands)	Percent of all dropouts
Total	4.0	96.0	348	100.0
Age*				
15–16	2.5	97.5	61	17.5
17	3.5	96.6	97	27.9
18	4.7	95.3	110	31.6
19	5.8	94.2	44	12.6
20–24	10.3	89.7	35	10.1

* Age when a person dropped out may be one year younger, because the dropout event could occur at any time over a 12-month period.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1991, unpublished data.

Trends

Regression analysis was used to test for trends across age groups and over time. Figure 1 shows the aggregate event rates for the years 1972–1991.¹¹ The event rates indicate that the incidence of dropping out has fallen over the last decade.¹² Specifically, in the late 1970s, the event rate was over 6 percent. By 1991, it was only 4.0 percent.¹³ Furthermore, dropout rates for white and black students have generally fallen during the last decade. For example, in 1981 some 9.7 percent of black students 15 through 24 years old dropped out of high school, whereas in 1991 some 6.0 percent of black students in this age group did so. For white students, the percent of 15- through 24-year-olds who dropped out of high school was 4.8 percent in 1981 and 3.2 percent in 1991. Estimates of the Hispanic dropout rate evidence no apparent statistical trend, but were consistently higher than comparable rates for whites over this period.¹⁴

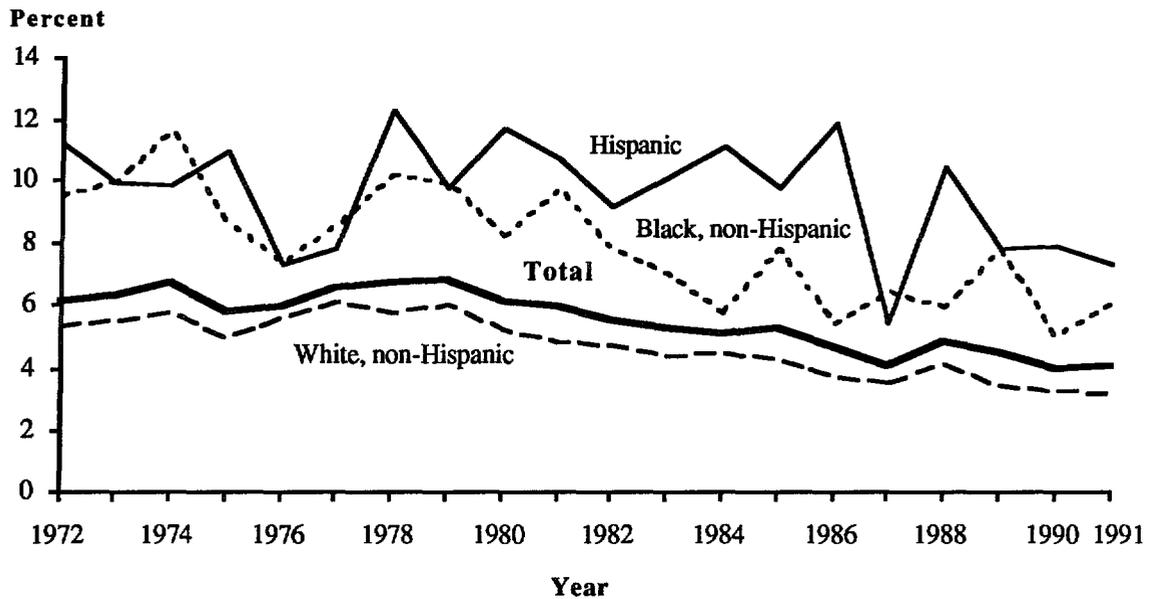
¹¹ Supporting data and standard errors for all figures are provided in appendix A of this report.

¹² Beginning with 1986, to improve the quality of the data, the Bureau of the Census instituted new editing procedures for cases with missing data on school enrollment items. The effect of the editing changes lowered the event dropout rate by about 0.4 percent, thus confounding the actual size of the decline in the dropout rates in the late 1980s. However, the effect of these editing changes were held constant when the tests of trend were conducted. See the technical appendix for further details.

¹³ The statistical significance of the trends presented in this section was assessed using weighted least squares regression. For a full discussion of the statistical methods used in this report, see appendix B.

¹⁴ The erratic nature of the Hispanic event rate reflects, in part, the small sample size of Hispanics in CPS.

Figure 1.—Event dropout rates for grades 10–12, ages 15–24, by race-ethnicity: October 1972 through October 1991



SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Event dropout rates have declined for black male students and for white male and female students over the last decade (table 5).¹⁵ The white male rate declined from about 5 percent in 1981 to about 3 percent in 1991. The white female rate also declined over this time period from about 5 percent in 1981 to just under 4 percent in 1991. Black male rates fell from about 9 percent in 1981 to about 5 percent in 1991.¹⁶

¹⁵While table 5 displays biennial data for the years between 1981 and 1991, the statistical analysis of the trends in the event rates was conducted on the data for all of the years from 1981–1991. Data for the years 1972–1991 are presented in appendix A.

¹⁶Last year's report indicated that the black female event rate had also declined over the last decade. However, the rate for black females has increased from 5.7 percent in 1990 to 6.8 percent in 1991, and thus the changes apparent over the last decade do not result in a statistically significant decline.

Table 5.—Event dropout rates from grades 10–12, ages 15–24, by sex and race–ethnicity: October 1981 through October 1991

Year	White, non-Hispanic		Black, non-Hispanic		Hispanic	
	Male	Female	Male	Female	Male	Female
	(percent)					
1981	5.2	4.5	9.4	10.0	10.7	10.7
1983	4.7	4.0	6.9	7.1	13.8	6.2
1985	4.6	4.1	8.3	7.3	9.4	10.0
1987	3.9	3.1	6.2	6.7	4.8	6.1
1989	3.7	3.3	7.0	8.6	7.8	7.7
1991	2.8	3.7	5.3	6.8	10.1	4.6

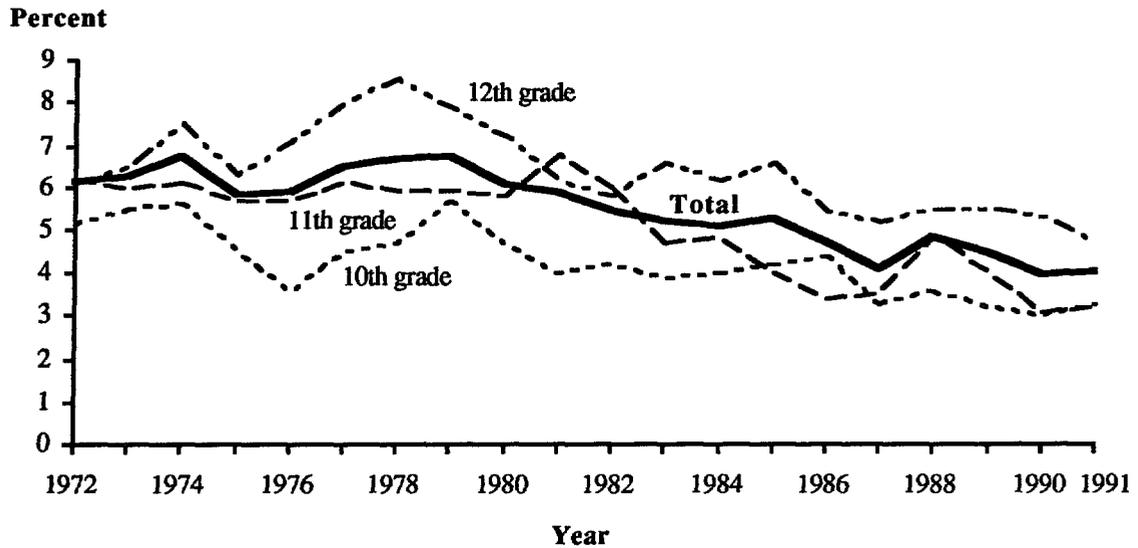
NOTE: Some figures are revised from those previously published.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Figure 2 shows the grade-specific event rates for 15- through 24-year-olds in grades 10–12 for the years 1972 through 1991.¹⁷ The decline observed in the aggregate dropout rate over the last decade was evident at each grade level. More specifically, the event rate for 10th grade dropouts fell from about 6 percent in 1979 to approximately 3 percent in 1991, the rate for 11th grade dropouts declined from about 7 percent in 1981 to about 3 percent in 1991, and the 12th grade rate went from about 9 percent in 1978 to nearly 5 percent in 1991.

¹⁷Students are assumed to have dropped out in the next grade after the highest grade they reported completing.

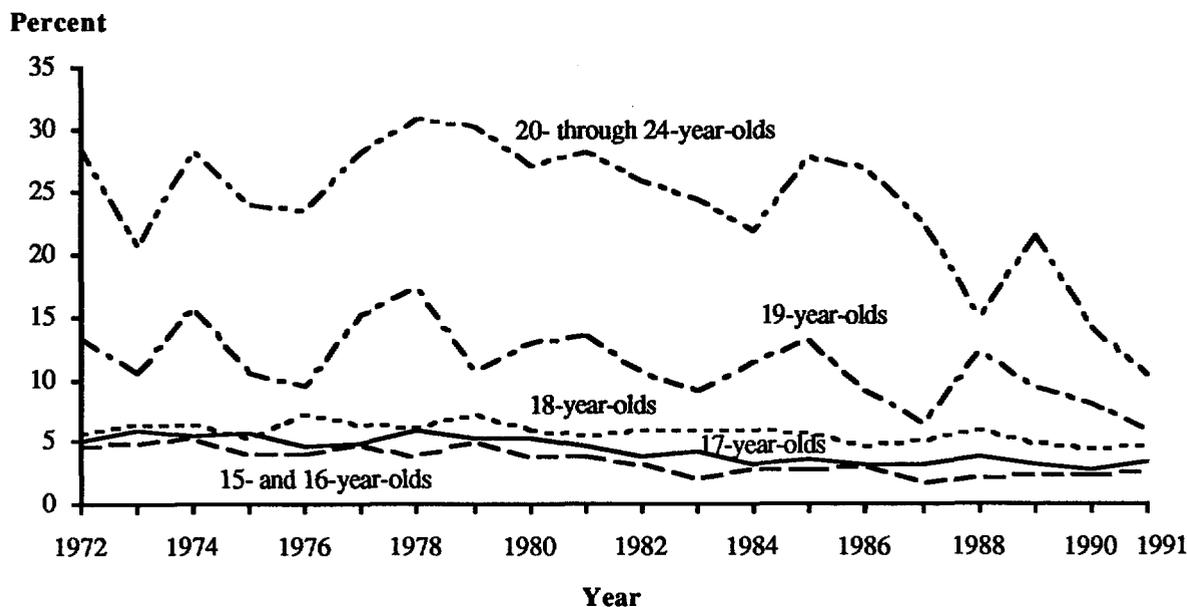
Figure 2.—Event dropout rates for grades 10–12, ages 15–24, by grade level: October 1972 through October 1991



SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Figure 3 shows the age-specific event rates for 15- through 24-year-olds for the years 1972–1991. The declines observed in the aggregate and grade-specific rates were apparent in the age-specific rates as well. There were measurable decreases in the event dropout rates over the last decade for persons age 15–16, 17, 18, 19, and 20–24.

Figure 3.—Event dropout rates for grades 10–12, ages 15–24, by age group: October 1972 through October 1991



SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Status Rates

In addition to measuring recent dropout experiences, it is also important to know how many individuals share the status of dropout, regardless of when they dropped out. CPS data can be used to calculate the number or proportion of individuals who, as of October of any given year, have not completed high school and are not currently enrolled in school.¹⁸ Those persons who are still in school and those who have completed high school after dropping out are not dropouts. The aggregate and age-specific rates and numbers of status dropouts for 16- through 24-year-olds in 1991 are presented below, followed by an examination of trends in the status dropout rate from 1972–1991.

Roughly speaking, the status dropout rate is a composite of the event rates summed over several years. The count of all dropouts includes status dropouts from the previous year, plus new dropouts in the most current year, less those dropouts who returned to school or completed high school during the current year. (See Technical Appendix B for a more detailed discussion.)

¹⁸The numerator of this rate is the number of individuals age 16 through 24 who, as of October of any given year, have not completed high school and are not currently enrolled in school. The denominator is the number of persons in that age group in October of that year.

Status Rate: 1991

In 1991 about 3.9 million persons in the United States ages 16 through 24 were high school dropouts, representing approximately 12.5 percent of all persons in this age group (table 6). The proportion of dropouts in 1991 was essentially unchanged from the previous year's rate of 12.1 percent and the 1989 rate of 12.6 percent.¹⁹

Table 6.—Rate and number of status dropouts, ages 16–24: October 1989 through October 1991

	October		
	1989	1990	1991
Status dropout rate (percent)	12.6	12.1	12.5
Number of status dropouts (in thousands)	4,038	3,797	3,881
Population (in thousands)	32,007	31,443	31,171

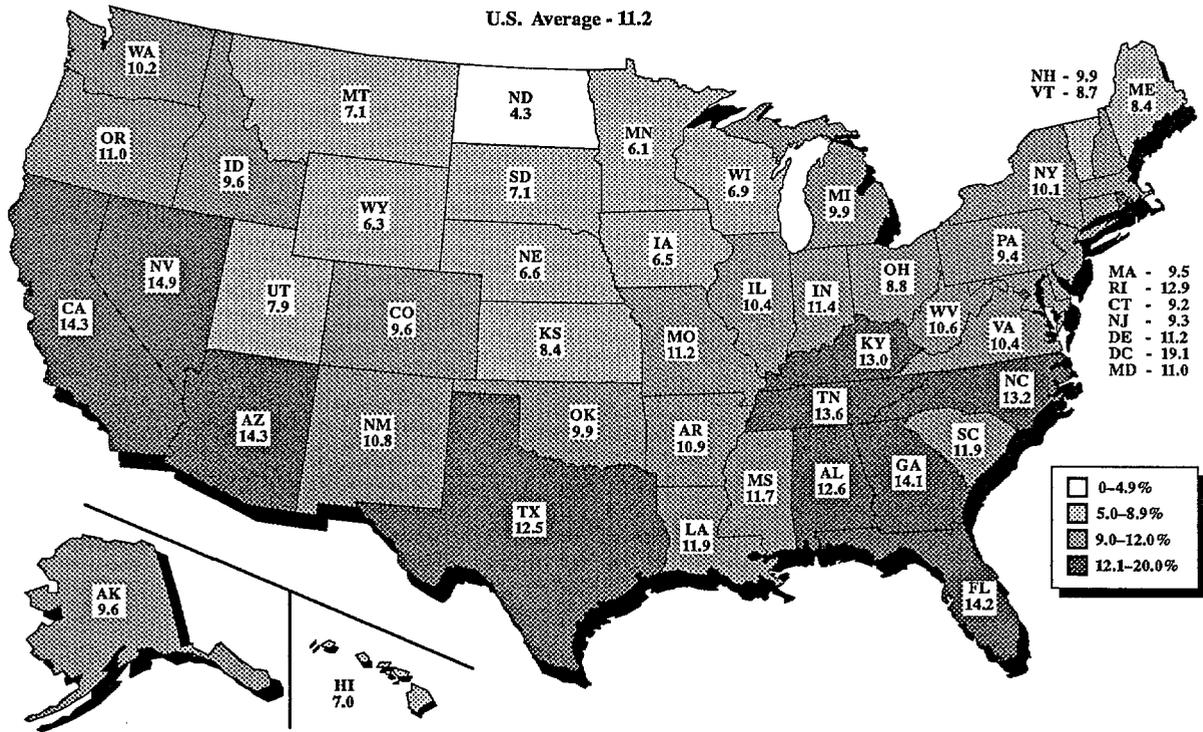
SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Recently available data from the 1990 Decennial Census provide information on educational attainment and current enrollment status for the population ages 16 to 19. These data can be used to compute a type of status rate that show the percentage of 16- through 19-year-olds who were not enrolled in school and had not graduated from high school in the nation, and within each state, county, and large city.

Nationally, about 1.6 million or 11.2 percent of all 16- through 19-year-olds were high school dropouts in 1990 (figure 4). When this status rate was computed for each state, the rates ranged from 4.3 percent in North Dakota to 14.9 percent in Nevada and 19.1 percent in the District of Columbia (table 7). While the rates fell between 9.0 and 12.0 in 25 states, there were 11 states plus the District of Columbia with rates above that range and 14 states with rates below that range. (Detailed data are included in appendix table C1).

¹⁹The differences in the number of status dropouts and in the number of persons in the population 16 through 24 years old between 1990 and 1991 are not statistically significant.

Figure 4.—Percentage of status dropouts,* ages 16–19, by state: U.S. Decennial Census, 1990



*Rates are computed based on the number of 16- through 19-year-olds in each geographical unit who are not enrolled and have not graduated from high school, expressed as a percent of an estimated population of 16- through 19-year-olds. This estimate is based on the current 14- through 17-year-old population in each geographical unit, ratio adjusted to the size of the United States total population ages 16 through 19. See the technical appendix for more details.

SOURCE: Unpublished tabulation of data from the 1990 U.S. Census Sample Detail File.

Table 7.—Distribution of status dropout rates,* ages 16–19, by 250 largest cities, states, and counties: U.S. Decennial Census, 1990

	States	250 largest cities	Counties
Total	11.2	14.9	11.2
Range			
Minimum	4.3	2.1	0.0
Maximum	19.1	36.7	55.7
Distribution			
0 to 4.9	1	6	465
5.0 to 8.9	13	31	930
9.0 to 12.0	25	61	766
12.1 to 20.0	12	130	847
20.1 and above	0	22	133

*Rates are computed based on the number of 16- through 19-year-olds in each geographical unit who are not enrolled and have not graduated from high school, expressed as a percent of an estimated population of 16- through 19-year-olds. This estimate is based on the current 14- through 17-year-old population in each geographical unit, ratio adjusted to the size of the United States total population ages 16 through 19. See the technical appendix for more details.

SOURCE: Unpublished tabulation of data from the 1990 U.S. Census Sample Detail File.

The variation in this status rate was even larger when the rates were computed for the 250 largest cities. Specifically, the percentage of 16- through 19-year-olds who had not finished high school and were not enrolled in high school in 1990 ranges from 2.1 percent in Irvine, California to 36.7 percent in Santa Ana, California. Some 61 cities have rates from 9.0 to 12.0 percent; an additional 37 cities have status dropout rates below 9.0 percent. In the remaining 152 cities, the percentage of 16- through 19-year-olds who were high school dropouts in 1990 exceeds 9.0 percent, and within that group 22 cities have dropout rates over 20.0 percent. (Detailed data for the 250 largest cities are included in appendix table C2).

Comparable data for all counties in the United States show that the percentage of 16- through 19-year-olds who were not enrolled and had not completed high school in 1990 ranges from less than 1 percent to 55.7 percent. Some 766 counties have rates from 9.0 to 12.0 percent. Of the 1395 counties with rates below 9.0 percent, about one-third (465 counties) have fewer than 5 percent of the 16- through 19-year-old population who were classified as dropouts. On the other hand, 980 counties have status dropout rates above 12.0 percent; within that group, more than 20 percent of the 16- through 19-year-olds were dropouts in 1990 in 133 counties. (Detailed data for counties are in appendix table C2.)

Table 8 shows age-specific status dropout rates for this age group. Examination of the data shows that the rate increases from age 16 through age 18, as the young adult population passes through the grades where they are most likely to drop out. After age 18 the rates are fairly comparable at each year of age.

**Table 8.—Rate, number, and distribution of status dropouts, by age:
October 1991**

	Status dropout rate	Number of status dropouts	Population (in thousands)	Percent of all dropouts	Percent of population
Total	12.5	3,881	31,171	100.0	100.0
Age					
16	3.5	115	3,340	3.0	10.7
17	8.6	279	3,259	7.2	10.5
18	13.6	436	3,215	11.2	10.3
19	13.1	452	3,449	11.6	11.1
20	15.4	550	3,572	14.2	11.5
21	14.2	522	3,670	13.5	11.8
22	12.8	472	3,685	12.2	11.8
23	15.7	548	3,492	14.1	11.2
24	14.5	506	3,489	13.0	11.2

NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1991, unpublished data.

Table 9 shows the 1991 status dropout rates for persons age 16 through 24 with different demographic characteristics. In October 1991, there were similar numbers of male and female dropouts. Income differentials in the status dropout rate for 16- through 24-year-olds mirror those observed for the event dropout rates. When dropouts living in families with low, middle, and high incomes are compared, the status dropout rate decreases as income increases.²⁰ Persons living in central cities, and in the southern or western regions of the country, were more likely than others to be status dropouts.²¹ The

²⁰While the event of dropping out for the status rate may have taken place at any time in the past, family income is measured for the 12-month period preceding the survey in October of the current year. It is therefore possible that the family income of the student at the time the individual dropped out was somewhat different than the current family income. Furthermore, family income is from a single question asked of the household respondent in the October CPS. In some cases, there are persons 15 to 24 years old living in the household that are unrelated to the household respondent, yet whose family income is defined as the income of the family of the household respondent. Also, persons may be living in a household without their parents. Family income in this case measures something other than family background. However, an analysis of 1991 dropout rates by family status indicated that the bias introduced by persons not living in households with their parents was not significant. See the technical appendix for more details.

²¹There are four Census regions used in this report: Northeast, Midwest, South, and West. The Northeast consists of Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, New Jersey, and Pennsylvania. The Midwest consists of Ohio, Indiana, Illinois, Michigan, Wisconsin, Iowa, Minnesota, Missouri, North Dakota, South Dakota, Nebraska, and Kansas. The South consists of Delaware, Maryland, Washington, D.C., Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, and Texas. The West consists of Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, and Hawaii.

status dropout rate for black 16- through 24-year-olds was higher than the rate for whites, and the rate for Hispanics was higher than the rates for blacks and whites.

The 1991 status rate for all persons ages 16 through 24 was not statistically different from the 1990 rate, nor were there significant differences between the 1991 and 1990 rates for males, females, or members of different racial or ethnic groups.

Table 9.—Rate, number, and distribution of status dropouts, by sex, race-ethnicity, income, region, and metropolitan status: October 1991

	Status dropout rate	Number of status dropouts (in thousands)	Population (in thousands)	Percent of all dropouts	Percent of population
Total	12.5	3,881	31,171	100.0	100.0
Sex					
Male	13.0	2,001	15,408	51.6	49.4
Female	11.9	1,880	15,763	48.4	50.6
Race-ethnicity ¹					
White, non-Hispanic	8.9	1,953	21,883	50.3	70.2
Black, non-Hispanic	13.6	609	4,475	15.7	14.4
Hispanic	35.3	1,241	3,519	32.0	11.3
Family income ²					
Low income level	26.5	1,556	5,882	40.1	18.9
Middle income level	11.8	2,135	18,140	55.0	58.2
High income level	2.7	190	7,149	4.9	22.9
Region					
Northeast	9.1	531	5,864	13.7	18.8
Midwest	9.7	755	7,772	19.5	24.9
South	14.1	1,526	10,826	39.3	34.7
West	15.9	1,069	6,708	27.5	21.5
Metropolitan status					
Central city	16.3	1,716	10,525	45.4	33.8
Suburban	9.4	1,318	14,060	34.9	45.1
Non-metropolitan	11.3	746	6,585	19.7	21.1

¹ Not shown separately are non-Hispanics who are neither black nor white, but who are included in the total.

² Family income in current residence. Low income is defined as the bottom 20 percent of all family incomes for 1991; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes.

NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1991, unpublished data.

Analysis of status dropout rates for racial-ethnic groups by income level shows that the pattern observed across income levels was repeated for both white and black 16-through 24-year-olds, and the rates for those two groups were comparable at each income level (table 10). More specifically, the status dropout rates for whites and blacks (and Hispanics) were highest in the low income group; and the rates for whites and blacks in middle income families were higher than the rates in high income families. When comparisons are drawn across racial-ethnic groups within each income level, there were no differences in status dropout rates of white and black 16- through 24-year-olds. The rates for Hispanic 16- through 24-year-olds were, however, higher within each income level.

**Table 10.—Status dropout rate, ages 16–24, by income and race–ethnicity:
October 1991**

	Race–ethnicity ¹			
	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic
(percent)				
Total	12.5	8.9	13.6	35.3
Family income ²				
Low income level	26.5	22.0	22.8	47.9
Middle income level	11.8	9.1	9.7	31.6
High income level	2.7	2.3	2.4	11.4

¹ Not shown separately are non-Hispanics who are neither black nor white, but who are included in the total.

² Family income in current residence. Low income is defined as the bottom 20 percent of all family incomes for 1991; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes.

NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1991, unpublished data.

Table 11 indicates that the general racial-ethnic patterns seen in table 9 are repeated in each region. The status dropout rates for Hispanics were higher than the rates for whites and blacks in each region, and the rates for blacks were higher than those for whites in the Northeast and Midwest. In addition, whites residing in the South were more likely to be status dropouts than were whites in the Northeast or Midwest.

**Table 11.—Status dropout rate, ages 16–24, by region and race–ethnicity:
October 1991**

	Race–ethnicity*			
	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic
(percent)				
Total	12.5	8.9	13.6	35.3
Region				
Northeast	9.1	6.4	13.3	29.1
Midwest	9.7	7.6	18.2	38.0
South	14.1	11.9	12.8	32.4
West	15.9	8.7	7.4	38.5

* Not shown separately are non-Hispanics who are neither black nor white, but who are included in the total.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1991, unpublished data.

The status dropout rates for Hispanics range from 2 to 5 times those of whites and blacks in the nation as a whole and within each region. In October 1991, approximately one-third of all Hispanics ages 16 through 24 had not finished high school and were not enrolled in school. Data from the November 1989 supplement to the CPS can be used to examine subgroup membership, generation, and educational level within the Hispanic population.²² In November 1989, the dropout rates for all Hispanics, for Mexican-Americans, and Puerto Ricans were 3 times the rate for non-Hispanics (table 12). The rate for Cubans was about the same as the non-Hispanic rate.

²²M. Frase, "Are High Hispanic Dropout Rates a Result of Recent Immigration?" U.S. Department of Education, National Center for Education Statistics, (July 1992).

**Table 12.—Rate and number of Hispanic status dropouts, by ethnicity:
November 1989**

	Status dropout rate	Number of dropouts (in thousands)
Total	31.0	1,055
Ethnicity		
Cuban	9.2	10
Mexican-American	35.8	783
Puerto Rican	32.1	123
Other Hispanics	19.0	139

NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Bureau of the Census, Current Population Survey, November 1989.

Table 13.—Rate and number of status dropouts, ages 16–24, by recency of migration and ethnicity: November 1989

	Status dropout rate	Number of dropouts (in thousands)	Ethnicity	
			Hispanic	Non-Hispanic
Total ¹	12.5	3,991	31.0	10.3
Recency of migration				
Born outside 50 states and D.C.	28.9	684	43.0	7.9
First generation ²	10.4	239	17.3	6.2
Second generation or more ³	11.2	2,878	23.7	10.7

¹ Total includes a small proportion for whom place of birth is unknown.

² Individuals defined as first generation were born in the 50 states or the District of Columbia and have one or both parents born outside the 50 states and the District of Columbia.

³ Individuals defined as second generation or more were born in the 50 states or the District of Columbia and have both parents born in the United States.

NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Bureau of the Census, Current Population Survey, November 1989.

Given that nearly half (43 percent) of all Hispanics ages 16–24 were not born in the 50 states or the District of Columbia, an analysis of dropout rates for Hispanic young adults by place of birth and generational status may inform the question of the extent to which the high Hispanic dropout rate is influenced by the educational experiences of recent immigrants (table 13).

The data in table 13 show that the status dropout rate of 43 percent for Hispanics ages 16–24 years who were born elsewhere was higher than the status dropout rates for first generation Hispanics (17.3 percent) or second generation or more (23.7 percent). However, in each of these three groups the rate for Hispanic young adults was higher than the rate for non-Hispanics in the same group.

Not only were the Hispanic dropout rates high, but on average, a larger proportion of Hispanic dropouts completed less than 9 years of school than non-Hispanic dropouts. Data in table 14 show that as of 1989, approximately 46 percent of the Hispanic dropouts had less than a 9th grade education, compared to about 19 percent of the non-Hispanic dropouts.

Table 14.—Educational attainment of status dropouts, ages 16–24, by recency of migration and ethnicity: November 1989

	Years of School Completed				
	< 7	7–8	9	10	11
Total ¹	10.3	16.1	20.6	27.4	25.7
Recency of migration					
Born outside 50 states and D.C.	35.1	21.8	18.2	12.9	12.0
First generation ²	3.2	15.0	15.7	23.4	42.7
Second generation or more ³	4.2	14.4	21.8	31.0	28.6
Ethnicity					
Non-Hispanic	4.8	14.4	21.5	31.1	28.2
Hispanic	25.4	20.8	18.3	16.8	18.7

¹ Total includes a small proportion for whom place of birth is unknown.

² Individuals defined as first generation were born in the 50 states or the District of Columbia and have one or both parents born outside the 50 states and the District of Columbia.

³ Individuals defined as second generation or more were born in the 50 states or the District of Columbia and have both parents born in the United States.

NOTE: Percentages may not sum to 100 percent due to rounding.

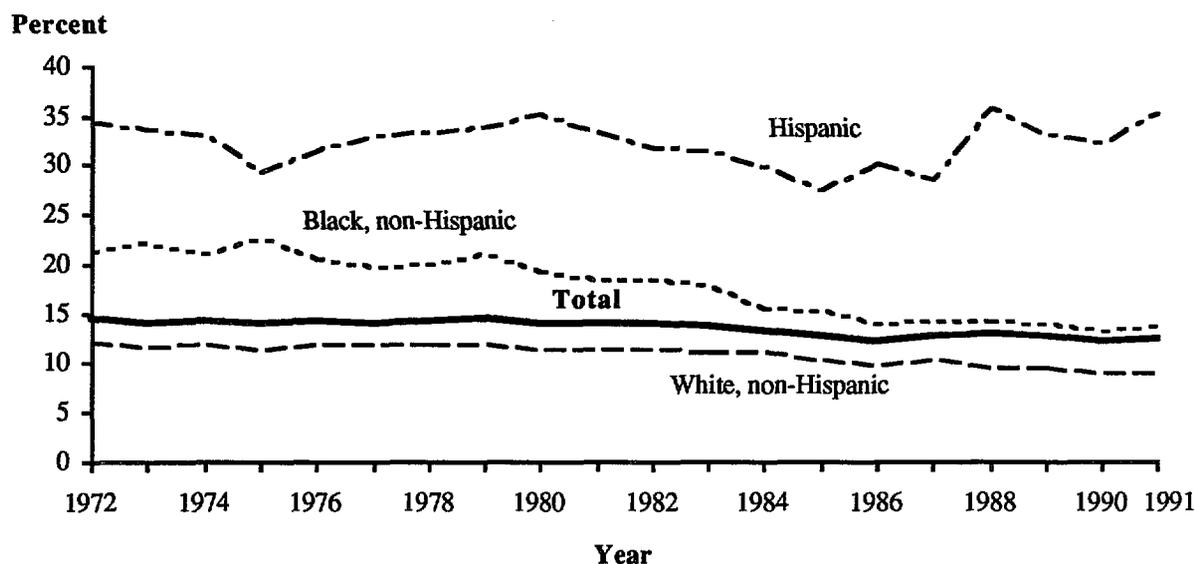
SOURCE: U.S. Bureau of the Census, Current Population Survey, November 1989.

Trends over Time

The percentage of young persons who are status dropouts has generally declined over the last two decades (figure 5). In 1972, approximately 15 percent of persons 16 through 24 years old had not completed high school and were not currently enrolled, while in 1991 some 13 percent were dropouts.²³

²³The statistical significance of the trends presented in this section was assessed using weighted least squares regression analyses. For a full discussion of the statistical methods used, see appendix B.

Figure 5.—Status dropout rates for persons ages 16–24, by race-ethnicity: October 1972 through October 1991

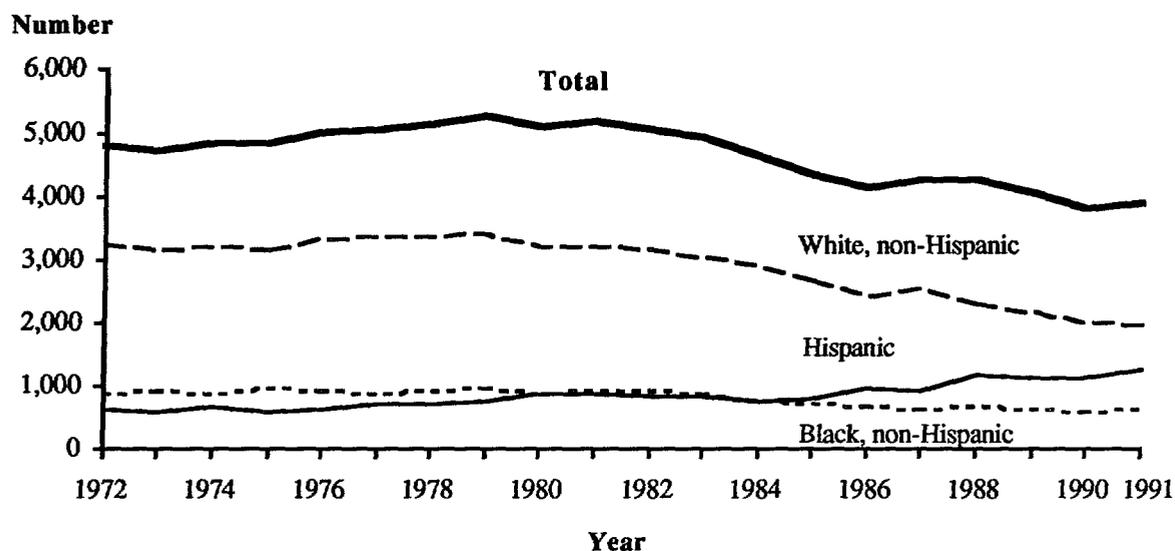


SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Figure 5 also shows that the percentage of blacks who were status dropouts has decreased substantially since the early 1970s (from 21 percent in 1972 to 14 percent in 1991), while the status dropout rate for whites has decreased less (from 12 percent in 1972 to 9 percent in 1991). Although the year-to-year estimates fluctuate, the Hispanic status rate showed no trend and has been consistently higher than the status rates for whites.²⁴ However, Hispanics make up an increasing proportion of all dropouts (figure 6), due mainly to the changing composition of the population ages 16 through 24. While the population of whites ages 16 through 24 has decreased from approximately 28 million in 1980 to around 22 million in 1991, the population of Hispanics ages 16 through 24 has increased from approximately 2.5 million in 1980 to around 3.5 million in 1991. The black population of this age range has held constant at approximately 4 million persons. Because Hispanics now make up a larger proportion of the population, even without the decreases in the status dropout rates for whites and blacks, Hispanics would constitute a larger proportion of status dropouts.

²⁴The erratic nature of the Hispanic status rate reflects, in part, the small sample size of Hispanics in CPS.

**Figure 6.—Number of status dropouts, ages 16–24, by race–ethnicity:
October 1972 through October 1991**



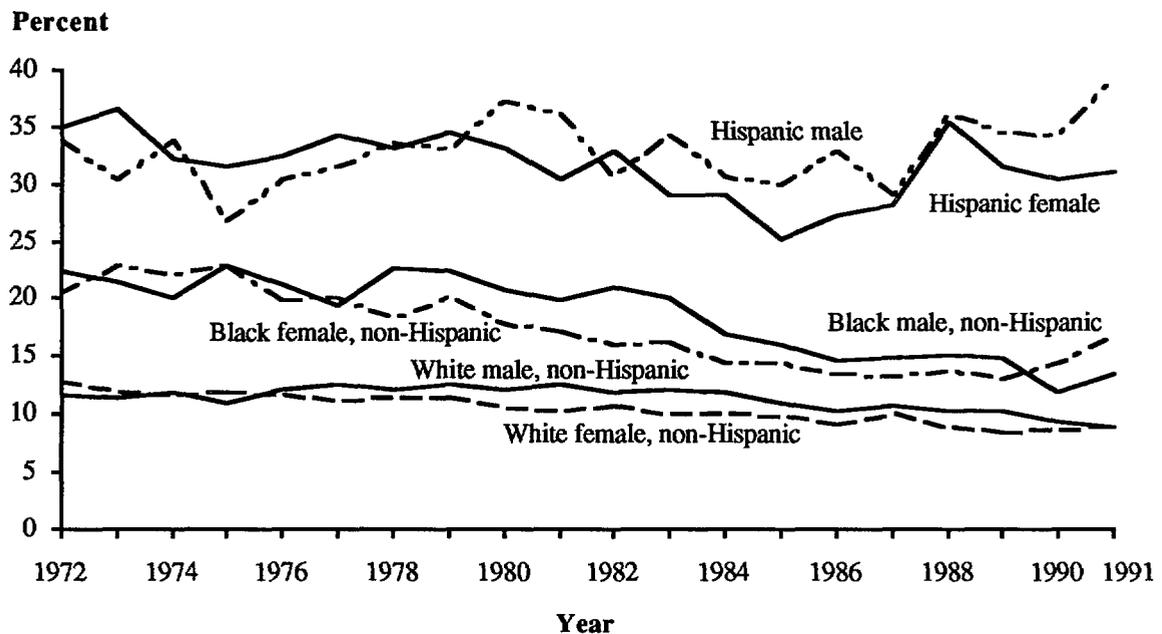
SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

The relationship between white female and male status rates changed over the last 20 years (figure 7). White female status rates declined from about 13 percent in 1972 to only 9 percent in 1991. White male rates remained fairly constant from 1972 to 1984, but have declined since, from about 12 percent in 1984 to just under 9 percent in 1991.²⁵ Over the last 20 years, the status rates of both black males and black females declined. Black male rates declined from about 22 percent in 1972 to 14 percent in 1991, and black female rates declined from 21 percent in 1972 to approximately 17 percent in 1991.²⁶

²⁵As was shown in some detail in the 1988 dropout report, some of the difference in male and female trends may reflect the influence of the military buildup during the Vietnam War. Since CPS covers only the civilian, non-institutionalized population, the CPS estimates for the number of 16- through 24-year-old males in the population and the number of male dropouts do not reflect the large proportion of males in this age group in military service during the period 1968–1974.

²⁶The status dropout rate for black females appears to have increased in recent years, but the observed differences are not statistically significant.

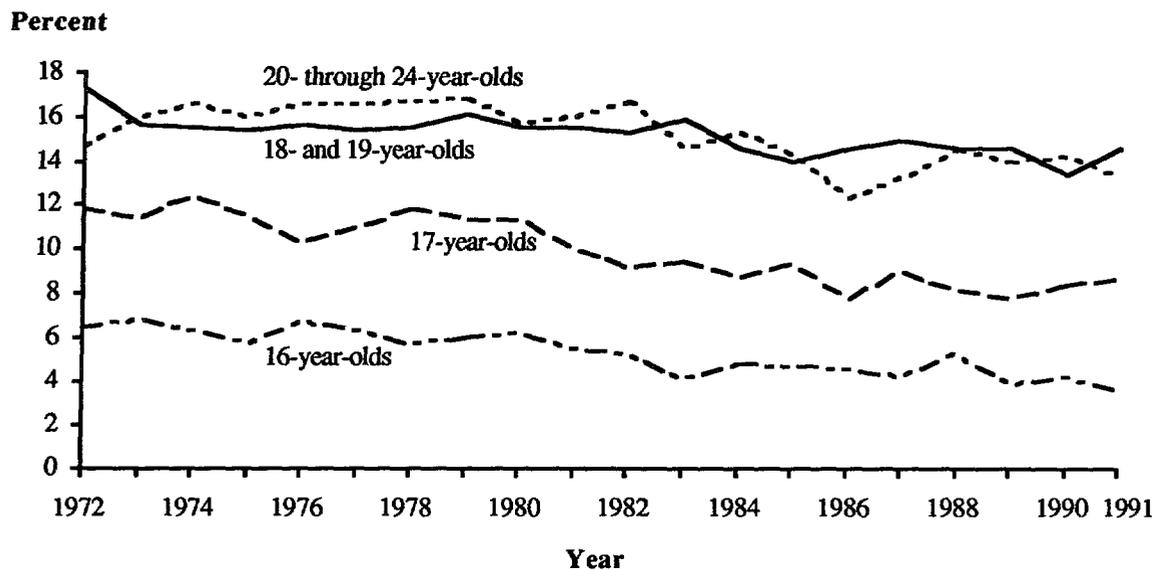
**Figure 7.—Status dropout rate, ages 16–24, by race–ethnicity and sex:
October 1972 through October 1991**



SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

The decline observed in the aggregate status dropout rate over the last two decades was evident at each age as well (figure 8). Also, the age patterns observed in the 1991 data are apparent over time as well, with a higher rate at each age from 16 to 17 to 18 and 19. This reflects the experiences of the young adult population as they pass through the years when dropping out is most likely to occur.

Figure 8.—Status dropout rate, ages 16–24, by age group: October 1972 through October 1991

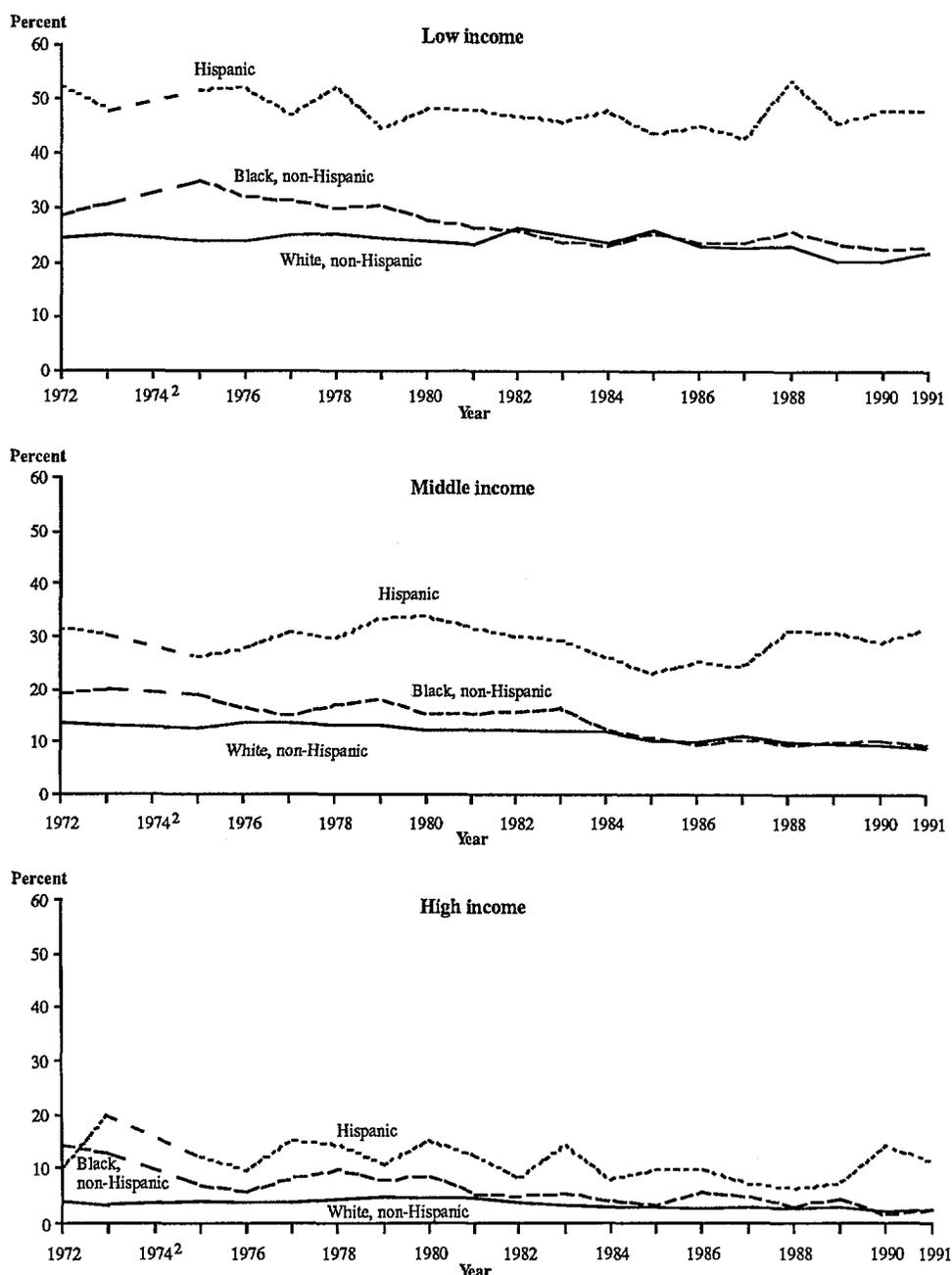


SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

The 1991 income differentials in dropout rates were evident over the last decade (figure 9). More specifically, there were no differences between the status dropout rates of white and black 16- to 24-year-olds within each income group. In addition, the rates for whites and blacks were constant within each income group since the early 1980s. The rates for Hispanic 16- to 24-year-olds appear to be higher than the rates for whites and blacks, especially at the low and middle income levels, but as is the case in other comparisons, the small sample sizes for Hispanics lead to erratic results.²⁷

²⁷When the entire two decade time frame is considered, the data show decreases in the status rates of blacks at each income level, of whites in the middle group, and Hispanics in the low income group.

Figure 9.—Status dropout rate, ages 16–24, by income¹ and race–ethnicity: October 1972 through October 1991



¹ Low income is defined as the bottom 20 percent of all family incomes for the relevant year; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes.

² Data on family income not available for this year.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table 15 shows the trends over time for status rates for persons 16 through 24 years old residing in different regions of the country and for persons residing in central city, suburban, and non-metropolitan settings. While the status rate decreased in the Northeast and the South from 1975 to 1991, there was no evidence of a trend in the West and the Midwest. The rate declined by about 20 percent in the Northeast and about 30 percent in the South. Although the status rate decreased substantially in non-metropolitan areas, it remained fairly constant in central cities and suburban areas. Between 1975 and 1991 the percentage of status dropouts in non-metropolitan areas declined by 33 percent.

Table 15.—Status dropout rate, ages 16–24, by region and metropolitan status: Selected years, October 1975 through October 1991

	October				
	1975	1980	1985	1990	1991
	(percent)				
Total	13.9	14.1	12.6	12.1	12.5
Region					
Northeast	11.3	10.4	9.9	8.7	9.1
Midwest	10.9	11.5	9.8	9.1	9.7
South	18.9	18.2	15.2	14.5	14.1
West	13.0	14.9	14.6	14.7	15.9
Metropolitan status					
Central city	15.7	16.9	15.3	15.5	16.3
Suburban	10.2	11.1	10.0	9.9	9.4
Non-metropolitan	16.8	15.3	13.6	11.7	11.3

SOURCE: U.S. Department of Commerce, Bureau of the Census, "School Enrollment—Social and Economic Characteristics of Students, October (various years)," *Current Population Reports*, Series P-20, and unpublished tabulations.

Cohort Rates

Longitudinal or cohort analyses are based on repeated measures of a group of individuals with a set of shared experiences. The initial experience that is used to define the group can be date of birth, age at a particular point in time, entry into school, grade level in school, entry into the military, marriage, or any one of a number of other specific events. These analyses can be done in one of two ways. Consecutive ages or grades taken from existing cross-sectional data across a series of years can be linked together to portray the experiences of an age or grade cohort. This approach can be operationalized using CPS data on enrollments and dropouts. Alternatively, a prospective study can be used to follow the same group of individuals over a number of years. This approach has been used by NCES, where particular grades in school have been selected as the starting points for longitudinal studies of educational processes and experiences.

Cohort Analysis of National Sample Survey Data

Table 16 provides an illustration of cohort dropout rates based on cross-sectional CPS data. In 1979, approximately 11 percent of the 16- through 18-year-old age group were identified as status dropouts. Three years later in 1982 this group was 19, 20, and 21 years old; by that time most of these individuals would have completed high school. The increased dropout rate at ages 19 through 21 (16.6 percent) reflects the dropout rates observed in the cross-sectional event rates for grades 10–12. By 1985, at ages 22 through 24, the dropout rate for this group had declined to about 14 percent; this decrease was most likely a result of delayed decisions to complete high school or an equivalent program.²⁸

**Table 16.—Status dropout rates for persons ages 16–24, by cohorts:
October 1973 through October 1991**

Year	Age groups		
	16–18	19–21	22–24
1973	11.2	16.0	15.5
1976	11.5	15.9	15.1
1979	11.3	16.9	15.6
1982	10.1	16.6	14.7
1985	13.9	14.1	14.1
1988	9.3	14.8	14.6
1991	8.5	14.3	14.3

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

The cross-sectional variations noted earlier across age groups and over time are also evident in this table. Comparisons across age groups in each year (rows) show higher rates at ages 19–21 than at ages 16–18. This increase was then followed by a leveling off from ages 19–24. (In this case the late completer phenomena evident in the cohort analysis was not evident in the cross-sectional data.) Time trends for these age groups (columns) reflect an overall tendency towards decreasing dropout rates over time, consistent with the downward trends observed in the aggregate status dropout rate for 16- through 24-year-olds.²⁹

NCES Longitudinal Studies

In the NCES longitudinal collections, cohort dropout rates are computed that describe the portion of a cohort that drops out over a period of successive years. Longitudinal data offer the additional advantage of tracing individual students who drop out and re-enter to

²⁸In some cohorts the rate for the 22- through 24-year-old age group holds constant relative to the rate for the 19- through 21-year-old age group, while in others it declines.

²⁹Tests of the trends in these data were conducted on all years 1972 through 1991, not just the years presented here.

provide measures of returning and late high school completion. In addition, to the extent that the previous experiences and behaviors impact on the individual student's decision to drop out, a longitudinal data base provides the data necessary to describe the dropouts background characteristics and educational experiences in a way that is not possible with the cross-sectional CPS data used in the computation of the event and status dropout rates.

Over the last decade NCES has conducted the High School and Beyond study (HS&B), a longitudinal study of the high school sophomore class of 1980. The data from the HS&B third followup indicate that 17.3 percent of the 1980 sophomore cohort dropped out of high school by the end of their scheduled senior year: 14.8 percent of white students, 22.2 percent of black students, and 27.9 percent of Hispanic students. By 1986 about 46 percent of these dropouts (8 percent of all students in the cohort) had returned to school and either earned a high school diploma or its equivalent.³⁰

The most recent NCES longitudinal study, the National Education Longitudinal Study of 1988 (NELS:88), is the first of its longitudinal education studies to begin surveying students as early as eighth grade. NELS:88 provides the unprecedented opportunity to study young dropouts on a national scale. NELS:88 also provides a basis for examining the contextual factors associated with dropping out, especially those related to the school. In addition, it provides data needed to profile the movement of students in and out of school, including alternative high school programs.

NELS:88 started with the base-year data collection in which students, parents, teachers, and school administrators were selected to participate in the survey. The total eighth-grade enrollment for the 1,052 NELS:88 sample schools was 202,996. During the listing procedures (before 24–26 students were selected per school), 5.35 percent of the students were excluded because they were identified by school staff as being incapable of completing the NELS:88 instruments owing to limitations in their language proficiency or to mental or physical disabilities. Ultimately, 93 percent or 24,599 of the sample students participated in the base-year survey in the spring of 1988.

The NELS:88 first followup survey was conducted in the spring of 1990. Students, dropouts, teachers, and school administrators participated in the followup, with a successful data collection effort for approximately 93 percent of the base-year student respondents. In addition, because the characteristics and education outcomes of the students excluded from the base year may differ from those of students who participated in the base-year data collection, a special study was initiated to identify the enrollment status of a representative sample of the base-year ineligible students. Data from this sample were then combined with first followup data for the computation of 8th- to 10th-grade cohort dropout rates.³¹

This process of tracking the education outcomes of a national sample of students will be continued with future followups; during the second followup in 1992 most of the students in this cohort will be near the end of their senior year of high school, and by the third followup in 1994 most will have completed high school. These longitudinal data will provide an opportunity to study the movements of students dropping out and then returning to school, as well as the progress of students staying in school until high school

³⁰See M. Frase, *Dropout Rates in the United States: 1988*, U.S. Department of Education, National Center for Education Statistics (September 1989), for a full discussion of the cohort rate from High School and Beyond.

³¹For a more detailed definition of the cohort rate presented here, see appendix B.

completion. Data from the second and third followups can then be compared to the earlier results from HS&B, and the overall dropout rates and high school completion rates will provide the first opportunity to study the outcomes of an individual cohort as its members make the transition from eighth grade to high school and then to alternative postsecondary outcomes.

Cohort Rates from NELS:88 1988–1990

Table 17 shows the cohort dropout and retention rates for the eighth-grade class of 1988 for the spring of 1990. Some 6.8 percent of this cohort dropped out of school between the 8th grade and the end of the 10th grade.³² While there were no significant differences in the percentage of males and females dropping out, cohort rates were significantly higher among blacks and Hispanics than among whites and Asians.³³

Table 17.—NELS:88 8th- to 10th-grade cohort dropout and retention rates, by sex and race-ethnicity: 1990

	Cohort dropout rate	School retention rate
Total	6.8	93.2
Sex		
Male	7.2	92.8
Female	6.5	93.5
Race-ethnicity*		
Asian/Pacific Islander	4.0	96.0
Hispanic	9.6	90.4
Black, non-Hispanic	10.2	89.8
White, non-Hispanic	5.2	94.8
Native American	9.2	90.8

* Not shown separately are 434 persons (approximately 2 percent of the unweighted sample) whose race-ethnicity are unknown.

NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *National Education Longitudinal Study of 1988—First Followup Survey*, 1990, unpublished data.

³²Table 17 is based on the full NELS:88 base-year sample plus the sample of base-year ineligible. Tables 18, 19, and 20 are based solely on the base-year sample of NELS:88. See the technical appendix for details.

³³While the estimate for Native Americans was as high as the rate for blacks and Hispanics, the differences between the Native American rate and those for whites and Asians were not statistically significant, due to the relatively small sample size of Native Americans in the NELS:88 survey. In addition, further analyses of the NELS:88 data indicate that dropout rates are similar for white, black, and Hispanic students within socioeconomic levels. See J. Owings and S. Peng, *Transitions Experienced by 1988 Eighth Graders*, U.S. Department of Education, National Center for Education Statistics, (April 1992).

Reasons for Dropping Out

During the first followup survey, dropouts in the NELS:88 8th-grade cohort reported dropping out for school-related reasons more often than for job-related or family concerns (table 18). Over half of the students left because they “did not like school,” while about 40 percent left because they were failing school. Furthermore, over half of male dropouts said they left because they “could not get along with teachers” (only about 17 percent of female students left for this reason). In addition, 23 percent felt they “did not belong” at school. However, black dropouts were *less* likely than white dropouts to report this as a reason for dropping out. Only 8 percent of black dropouts felt they didn’t belong compared with 31 percent of white dropouts.³⁴

While overall, dropouts were more likely to report school-related reasons for dropping out, female dropouts were more likely than males to report family-related reasons. Almost one-third of female dropouts (31 percent), said they left school because they were pregnant—21 percent of Hispanics, 41 percent of blacks, and 32 percent of whites. Furthermore, 24 percent of female dropouts left because they had gotten married, compared with only 3 percent of male dropouts. However, black dropouts were far less likely than their peers to have reported “got married” as a reason for dropping out—1 percent compared with 22 percent of Hispanic and 15 percent of white dropouts.

³⁴Although there appear to be other racial-ethnic differences in the reasons for dropping out, none of these are statistically significant due to the relatively small samples of 8th- through 10th-grade dropouts in the NELS:88 survey.

Table 18.—Percentage of NELS:88 8th- to 10th-grade dropouts who reported that various reasons for dropping out of school applied to them, by sex and race-ethnicity: 1990

	Total	Sex		Race-ethnicity		
		Male	Female	Hispanic	Black, non-Hispanic	White, non-Hispanic
School related:						
Did not like school	51.2	57.8	44.2	42.3	44.9	57.5
Could not get along with teachers	35.0	51.6	17.2	26.8	30.2	39.2
Could not get along with students	20.1	18.3	21.9	18.2	31.9	17.4
Was suspended too often	16.1	19.2	12.7	14.5	26.3	13.1
Did not feel safe at school	12.1	11.5	12.8	12.8	19.7	9.5
Was expelled	13.4	17.6	8.9	12.5	24.4	8.7
Felt I didn't belong	23.2	31.5	14.4	19.3	7.5	31.3
Could not keep up with schoolwork	31.3	37.6	24.7	19.5	30.1	35.8
Was failing school	39.9	46.2	33.1	39.3	30.1	44.8
Changed school and did not like new school	13.2	10.8	15.8	10.3	21.3	9.8
Job related:						
Could not work and go to school at same time	14.1	20.0	7.8	14.3	9.0	15.9
Had to get a job	15.3	14.7	16.0	17.5	11.8	14.3
Found a job	15.3	18.6	11.8	20.8	6.3	17.6
Family related:						
Had to support family	9.2	4.8	14.0	13.1	8.1	9.0
Wanted to have family	6.2	4.2	8.4	8.9	6.7	5.4
Was pregnant*	31.0	—	31.0	20.7	40.6	32.1
Became parent	13.6	5.1	22.6	10.3	18.9	12.9
Got married	13.1	3.4	23.6	21.6	1.4	15.3
Had to care for family member	8.3	4.6	12.2	7.0	19.2	4.5
Other:						
Wanted to travel	2.1	2.5	1.7	—	2.9	1.9
Friends dropped out	14.1	16.8	11.3	10.0	25.4	10.9

—Too few cases for a reliable estimate.

* Females only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *National Education Longitudinal Study of 1988—First Followup Survey*, 1990.

Returning and/or Completing School

In 1990, the vast majority of dropouts from the 8th-grade class of 1988 planned to eventually complete their high school education (table 19). (In fact, 2.4 percent claimed that they already had completed by passing the GED exam.) Less than 5 percent did not plan to return to school—3.5 percent of males and 4.8 percent of females.

Table 19.—Percentage distribution of NELS:88 8th- to 10th-grade dropouts by their intentions to return to school or earn GED, by sex and race-ethnicity: 1990

	Total	Sex		Race-ethnicity		
		Male	Female	Hispanic	Black, non-Hispanic	White, non-Hispanic
Plan to return and graduate	34.4	40.4	27.8	29.0	49.0	29.6
Plan to get GED	59.1	52.9	66.0	59.1	48.1	63.9
Do not plan to return	4.1	3.5	4.8	10.8	—	3.9
Already have GED	2.4	3.2	1.5	1.2	2.6	2.6

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *National Education Longitudinal Study of 1988—First Followup Survey*. 1990.

Students who had left school were also asked which of a set of reasons would make them somewhat or very likely to return to school. About 65 percent reported that they would be somewhat or very likely to return if they felt sure they could get a good job after graduation—with black students more likely than white students to say this would be a reason to return (85 percent compared with 56 percent, table 20). A large proportion of students also reported that they would be likely to return to school if they felt they could graduate (62 percent). Again, black dropouts were more likely than white dropouts to see this as a reason to return—85 percent compared with 53 percent. About 63 percent of all dropouts reported they would be likely to return if school were more interesting.

A number of dropouts reported that they might return to school if they thought they could improve their academic skills. Forty percent or more of dropouts reported that they would be likely to return to school if it would improve their reading or math skills, if they were able to take more job-related courses or take classes at night or on weekends, if they could get tutoring or extra help so that they could do better in school, or if they felt they belonged at school.

Perhaps reflecting the reasons they originally dropped out, girls were more likely than boys to report access to child care (either a babysitter at home or child care at school) would make them somewhat or very likely to return to school. Girls also were more likely than boys to report that if they could take classes on weekends they would be somewhat or very likely to come back to school. Boys were more likely than girls to report that they would be somewhat or very likely to return to school if they could be involved in sports or other school activities, or if school were more interesting.

Table 20.—Percentage of NELS:88 8th- to 10th-grade dropouts who reported that they would be “somewhat or very likely to return to school” for various reasons, by sex and race-ethnicity: 1990

	Total	Sex		Race-ethnicity		
		Male	Female	Hispanic	Black, non-Hispanic	White, non-Hispanic
Academically related:						
If it would improve reading skills	41.2	42.5	40.0	53.3	62.4	28.1
If it would improve math skills	47.5	45.2	49.5	54.6	65.2	38.5
If I felt I could graduate	61.8	66.7	56.9	57.3	84.8	52.6
If I felt sure that I could get a good job after graduation	64.5	70.8	58.9	66.7	84.6	55.7
If I could take more job-related courses	51.4	59.6	43.8	48.3	56.8	49.1
If I felt sure I could get tutoring help to do better in school	48.3	49.8	46.8	57.5	53.4	42.8
School climate related:						
If there were no gangs at school	13.7	12.2	15.3	23.2	10.8	10.4
If I felt safer at school	20.6	19.8	21.4	32.3	26.6	12.8
If I felt I belonged at school	47.9	51.1	44.8	52.6	54.8	41.3
If school was more interesting	62.7	72.7	53.4	57.6	65.2	62.5
If I could participate in sports or other activities	30.1	40.4	20.6	30.0	28.4	27.9
Family related:						
If I had a baby sitter	14.2	6.4	22.0	16.7	20.2	9.8
If child care were available at school	16.5	5.1	27.9	19.3	28.7	9.6
If I could attend classes at night or on weekends	49.2	38.6	58.9	48.4	47.2	47.9
If I didn't have to work to support self or family	27.2	18.8	35.6	18.2	25.9	28.9
Other:						
If parents were interested in my education	37.9	37.3	38.5	50.3	47.7	28.9
If friends went back to school	28.1	37.6	19.6	22.1	20.2	32.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, *National Education Longitudinal Study of 1988—First Followup Survey*, 1990.

Discussion

While 7 percent of the 8th-grade class of 1988 dropped out of school between 1988 and 1990, almost all of these dropouts planned at some time in the future to complete their high school education. Furthermore, some of the most common reasons cited for dropping out were related to their experiences in the schools they left behind—including a general dislike for school and/or failure in their schoolwork. Given that school failure was the reason so many left, it is interesting to note that over 40 percent reported the opportunity to improve their academic skills as a reason to return to school.

About one-third of female dropouts said they left school because they were pregnant. Fittingly, a relatively large proportion of female dropouts said they would be likely to return if they didn't have to support their family, or if they could attend classes at night or on the weekends.

The second followup to NELS:88 will be able to examine whether some of these young people do indeed shortly return to finish their high school education. These data will show what proportion of these early dropouts completed or came back to high school by the spring of 1992—when this cohort normally would be seniors. The second followup will also examine what proportion of this cohort successfully entered the 11th and/or 12th grade but subsequently dropped out before completion. However, as is shown in the high school completion chapter in this report, many dropouts return and complete high school well into their twenties. Therefore, the final determination of the completion status of the dropouts from the 8th-grade cohort of 1988 must await still further followups to the National Education Longitudinal Study of 1988.

Summary

The rate at which students drop out each year and the proportion of dropouts within the young adult population declined over the last decade. The event rate, measured as the percentage of students ages 15–24 dropping out of grades 10–12 each year, declined about two percentage points—from 5.9 percent in 1981 to 4.0 percent in 1991. Grade- and age-specific event dropout rates declined at each grade and age over the last decade. The status rate, measured as the percentage of all 16–24 year olds who had left school without completing high school, fell from approximately 14 percent in 1981 to 12.5 percent in 1991.

National, state, county, and city data from the 1990 Decennial Census show considerable variability in status dropout rates considered at the state and local levels, with the rates ranging from 4.3 percent to 19.1 percent at the state level, 2.1 percent to 36.7 percent among large cities, and less than 1 percent to over 50 percent at the county level.

Analyses of dropout rates by selected demographic characteristics reveal consistent patterns in 1991 across the three types of national dropout rates—event, status, and cohort. In particular, male and female dropout rates were comparable, central city rates were higher than suburban rates. The event and status dropout rates decrease markedly as family income goes up, with a tenfold difference between the dropout rates of students from families with low as compared to high incomes. The status dropout rates were the same for whites and blacks within each income level, and Hispanic rates were higher than the rates of whites and blacks. The status rates in the South were higher than those in the Northeast and Midwest and were higher for blacks than for whites. Although the status dropout rate for Hispanics not born in the 50 states or the District of Columbia was higher than the rates

for first and at least second generation Hispanics, the Hispanic rates at each generational level were higher than the rates for non-Hispanics at the same level.

Even though the data indicate that dropout rates declined over the last decade, it is important to emphasize that the dropout problem is still serious; important subgroup differences persist. As a result, during 1991 students in large numbers continued to drop out of high school without obtaining a diploma or an alternative credential. About 7 percent of the 8th-grade class of 1988 dropped out of school by the spring of 1990, while about 10 percent of black and Hispanic 8th graders dropped out. The number of dropouts is increased multifold when the combined effect of successive years' annual event rates are translated into a status dropout rate. For example, while there were 348,000 "new" dropout events among 15- through 24-year-olds in grades 10-12 in 1991, approximately 3.9 million 16- through 24-year-olds did not have a high school diploma and were not enrolled in school. It is not clear where these young people will fit into the modern world of work—a world which provides fewer and fewer high wage jobs for low skill people.

HIGH SCHOOL COMPLETION AND GRADUATION RATES

Over the last 20 years the event dropout rate has ranged from a high of 6.7 percent at several points during the 1970s to the current low of 4.0 percent. These data indicate that in each of the last 20 years, between 93 and 96 percent of the 15- through 24-year-olds enrolled in grades 10, 11, or 12 remained in school each year with the goal of continuing their progress toward high school completion (figure 1, appendix table A25). How many students attain that goal?

It is important to know what proportion of young people are finishing high school, inasmuch as it is generally agreed that a high school education is a necessary prerequisite to assuming an entry level position in the workforce or military or to continuing on in some formal postsecondary educational program. In addition, the President and the governors included high school completion among their national education goals. Specifically, they called for an increase in the high school graduation rate to at least 90 percent by the year 2000.

What Does it Mean to Graduate?

There are two major paths to high school completion. Most students receive a regular high school diploma after completing the requisite secondary school coursework. However, other students, regardless of the number of high school courses they have completed, receive an alternative credential such as a General Educational Development (GED) certificate, certificate of completion, or certificate of attendance. Data from the High School and Beyond study show that a substantial number of high school completers hold alternative credentials. For example, in 1986 almost 7 percent of the high school completers from the high school class of 1982 held alternative credentials.³⁵ Strictly speaking, a high school graduation rate is based solely on students receiving regular high school diplomas. Alternatively, a high school completion rate can be calculated by combining data for students receiving regular high school diplomas with data for students receiving alternative credentials.

Who Is Included?

There is also a question of who to include in the base population. Since there are persons well into their 30s and 40s working to complete high school, the age group that is chosen will affect the graduation or completion rate for two reasons. First, students may take longer than the norm to finish high school because they repeat courses or grades, because of illness or injury, or because they started school at an older age than other students. Second, over time, some subset of the dropouts will complete their high school educations. Using an older rather than a younger age group as a base will generally produce higher graduation and completion rates.

The proportion of high school students who were older than traditional graduation age varied by sex and race-ethnicity (table 21). Males, blacks and Hispanics were more likely to be in high school at age 18 and at age 19 than were females and whites. As a result

³⁵U.S. Department of Education, National Center for Education Statistics, High School and Beyond study, unpublished tabulations.

of these differences in enrollment patterns, the age group chosen to define the base for a graduation rate can affect the extent of subgroup differences in completion rates. Only a small number of individuals were still enrolled in school at ages 21 and 22. Thus, the selection of this group as the age reference group for high school graduation and completion minimizes the effect of late enrollments.

Table 21.—Percentage of persons in high school by sex, race-ethnicity, and age: October 1991

	Age				
	18	19	20	21	22
	(percent)				
Total	24.7	7.2	2.1	0.7	0.5
Sex					
Male	30.4	9.5	2.3	1.0	0.7
Female	19.0	4.8	1.9	0.3	0.4
Race-ethnicity*					
White, non-Hispanic	19.2	3.7	1.7	0.6	0.2
Black, non-Hispanic	36.5	17.4	3.9	1.2	2.1
Hispanic	35.5	14.8	2.4	0.7	1.4

* Not shown separately are non-Hispanics who are neither black nor white, but who are included in the total.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1990, unpublished data.

Completion and Graduation Rates

Just as dropout rates can be calculated in various ways, the same is true for graduation and completion rates. The event dropout rate compares the number of students dropping out during a 12-month period to the number of students present at the beginning of the period to measure the proportion of students who drop out in that period without completing high school. The comparable event graduation rate compares the number of students who graduate at the end of a school year (or the following summer) to the number of students eligible to graduate, assuming a successful completion, at the start of the year. Data from the NCES 1987–88 Schools and Staffing Survey (SASS) show an event graduation rate of 91.5 percent for graduates in the spring of 1987.³⁶

The cohort dropout rate measures what happens to a single group (or cohort) of students over a period of time by comparing the number of students who have left school prior to completion to the number of students present in the group at the start of the study period in question. The comparable cohort graduation rate compares the number of students

³⁶Schools and Staffing Survey, 1987–88, Comparisons of Public and Private Schools, 1987–88, E.D. Tabs, July 1990 Data Series DR-SAS-97/88-2.1, NCES 90-075.

who graduate to the number of students present at the start of the study period. While the NELS:88 eighth-grade cohort has not yet reached high school graduation, data from the High School and Beyond 1980 sophomore cohort reveal that 83.4 percent of this cohort graduated on time at the end of their senior year. By 1986, an additional 8.2 percent of the original cohort earned either a high school diploma or the equivalent, for a cohort completion rate of 91.6 percent.³⁷

The status dropout rate measures the proportion of individuals in a specified age range who are dropouts by comparing the number of persons of those ages who have not completed high school but are not still enrolled to the total number of persons in that age group. The comparable status graduation rate or completion rate compares the number of graduates or completers in a specified age range to the number of persons in that age group. The high school completion rate can be obtained from the status dropout rate and the high school enrollment rate by subtracting the sum of these two rates from 100 percent. Data from the October Current Population Survey (CPS) are used in this section to compute status completion and graduation rates.

High School Completion Rates: 1991

The data in table 22 show the high school completion rate, the school enrollment rate, and the status dropout rate for persons ages 21 and 22 in 1991. These three rates, each expressed as a percentage of the total 21- through 22-year-old population in 1991, sum to 100 percent. In 1991, less than 1 percent (0.6 percent) of the 21- and 22-year-olds were enrolled in high school. Approximately 85.7 percent of this age group had completed their high school education, and the remaining 13.5 percent had dropped out.

Table 22.—High school completion and enrollment status of 21- and 22-year-olds: October 1989 through October 1991

	Year		
	1989	1990	1991
Completed	85.2	86.1	85.7
Enrolled in high school	0.7	0.8	0.6
Dropped out	14.1	13.1	13.5

NOTE: Percentages may not sum to 100 because of rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

By definition, the completion rate includes everyone reporting a high school diploma or the equivalent, regardless of type of credential. Currently, the October Supplement to CPS asks high school completers 24 years of age and under whether they have an

³⁷High School and Beyond, Educational Experiences of the 1980 Sophomore Class, Tabulation, November 1987.

equivalency certificate.³⁸ In October 1991, 81.4 percent of persons 21 and 22 years old reported having received a high school diploma (table 23). An additional 4.3 percent in this age group reported completing high school by passing an equivalency test (such as a GED). In 1991, completion and graduation rates for 21- and 22-year-olds were higher for white students than for black and Hispanic students and higher for black students than for Hispanic students.

Table 23.—High school completion rates and method of completion of 21- and 22-year-olds, by race-ethnicity*: October 1989 through October 1991

Completion method	Year		
	1989	1990	1991
	(percent)		
Total			
Completed	85.2	86.1	85.7
Diploma	81.4	81.0	81.4
Alternative	3.8	5.2	4.3
White, non-Hispanic			
Completed	89.9	90.5	90.2
Diploma	86.3	85.6	85.8
Alternative	3.6	4.9	4.3
Black, non-Hispanic			
Completed	81.0	83.3	81.2
Diploma	76.1	77.8	75.9
Alternative	4.9	5.5	5.3
Hispanic			
Completed	59.7	61.1	61.1
Diploma	56.4	56.1	57.9
Alternative	3.3	5.0	3.2

* Not shown separately are non-Hispanics who are neither black nor white, but who are included in the total.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

The 21- and 22-year-old age group was selected to minimize the impact of including those still enrolled in high school or a lower grade in the denominator for the high school graduation and completion rates. To the extent that there were still people in this age group enrolled below the college level, their inclusion in the denominator deflate the estimates of

³⁸ The item on the education supplement is: Did you complete high school by means of an equivalency test, such as a GED?

the graduation and completion rates for this age group. In this case, the 1991 completion rate for 21- and 22-year-olds changed from 85.7 percent when students still enrolled below the college level were included in the denominator to 86.2 percent when they were excluded (table 24). This problem was more pronounced in younger age groups where the rate of enrollment was higher. The completion rate for 17- and 18-year-olds was only 34.1 percent when students still enrolled were included in the denominator, but increased to 74.2 percent when the rate was computed as a percent of the 17- and 18-year-olds not currently enrolled in high school or below.

Table 24.—Alternative high school completion rates, by age and race-ethnicity: October 1991

Age	Total	Race-ethnicity*		
		White, non-Hispanic	Black, non-Hispanic	Hispanic
(As percent of age group)				
17-18	34.1	38.0	27.2	20.4
19-20	81.4	86.9	72.5	55.4
21-22	85.7	90.2	81.2	61.1
23-24	84.2	89.7	85.3	50.2
25-26	85.4	90.2	83.0	56.7
27-28	85.7	89.6	83.3	57.1
29-30	85.9	89.8	83.5	56.3
(As percent of those in age group not currently enrolled in high school or below)				
17-18	74.2	80.2	68.7	41.9
19-20	84.7	89.0	80.3	60.7
21-22	86.2	90.5	82.4	61.5
23-24	84.7	89.9	86.7	50.9
25-26	85.5	90.3	83.2	57.0
27-28	86.0	89.9	83.5	57.4
29-30	86.2	90.0	83.8	57.1

* Not shown separately are non-Hispanics who are neither black nor white, but who are included in the total.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1991, unpublished data.

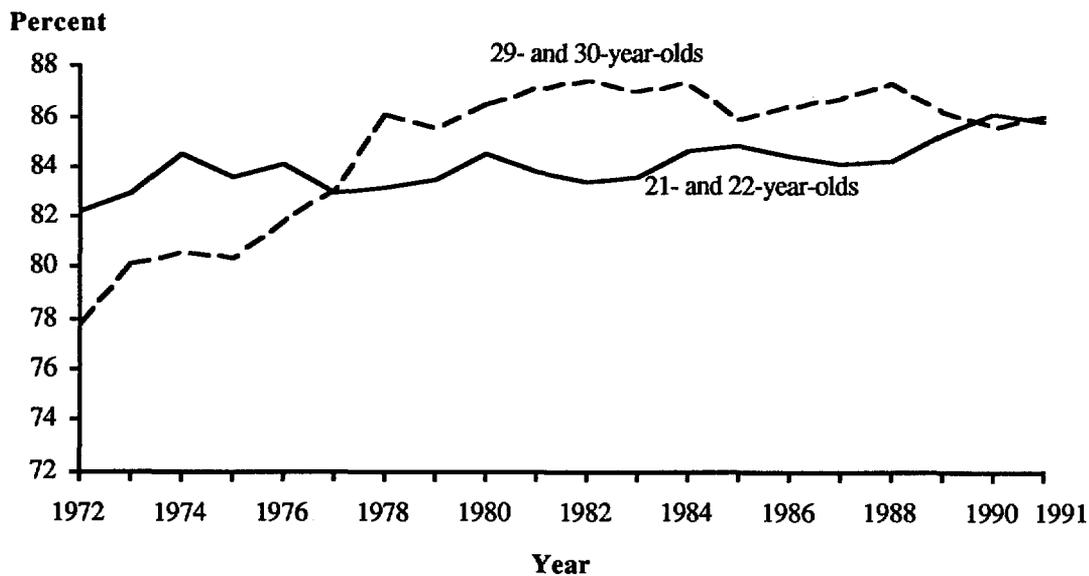
High school completion rates for ages above 22 were comparable to the completion rate for the 21- and 22-year-olds (table 24). The high school completion rate of approximately 90 percent for whites ages 29 and 30 in 1991 was higher than the rate of about 84 percent for blacks of the same age. The 1991 high school completion rates of both blacks and whites ages 29 and 30 years were higher than the Hispanic rate of about 56 percent.

Trends over Time

CPS began differentiating between completers with diplomas as compared to those with alternative credentials in 1988. Therefore, only completion rates can be used to examine trends over time in high school completion. Consequently, estimates of the number and proportion of high school completers in the trend data from CPS will be higher than estimates based solely on measures of regular high school graduates.

Figure 10 shows the trends over time for the high school completion rates for 21- and 22-year-olds and for 29- and 30-year-olds. These completion rates are defined as the percentage of persons ages 21 and 22 (or ages 29 and 30) who have completed high school by receiving a high school diploma or an equivalency certificate. The completion rate for the 21- and 22-year-olds increased gradually over the last 20 years from approximately 82 percent in 1972 to about 86 percent in 1991. Over this same time interval, the rate for 29- and 30-year-olds increased from about 78 percent in 1972 to around 87 percent in the early 1980s and held at approximately that level through 1991.

Figure 10.—High school completion rates for persons of selected ages, by age group: October 1972 through October 1991



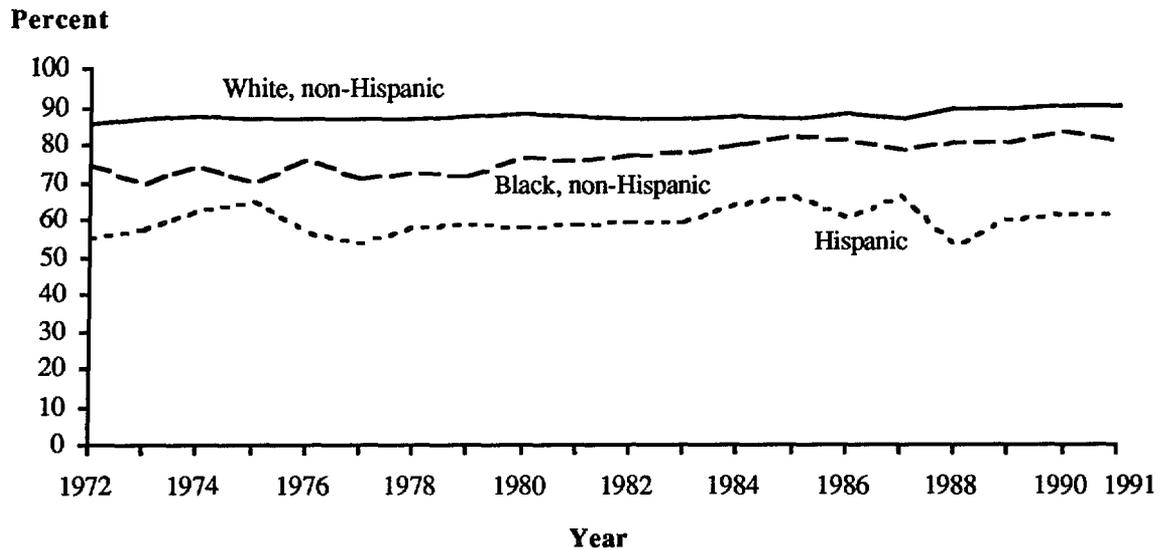
SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

A cohort approach can be used to evaluate the contribution of late completions to the total completion rate. A comparison of the rate for the 29- and 30-year-olds with the rate for 21- and 22-year-olds 8 years earlier shows the increase in high school completion as this cohort ages. For example, in 1983 the high school completion rate for 21- and 22-year-olds was 83.6 percent, by 1991 the completion rate for this cohort was 85.9 percent (appendix table A41).

Trends in the completion rates for white and black 21- through 22-year-olds (figure 11) and 29- through 30-year-olds (figure 12) show larger increases for blacks than for whites, narrowing the difference between the two groups. Completion rates for white 21- and 22-year-olds increased from approximately 85 percent in 1972 to approximately 90 percent in 1991. Completion rates for black 21- and 22-year-olds increased from approximately 74 percent in 1972 to 81 percent in 1991.

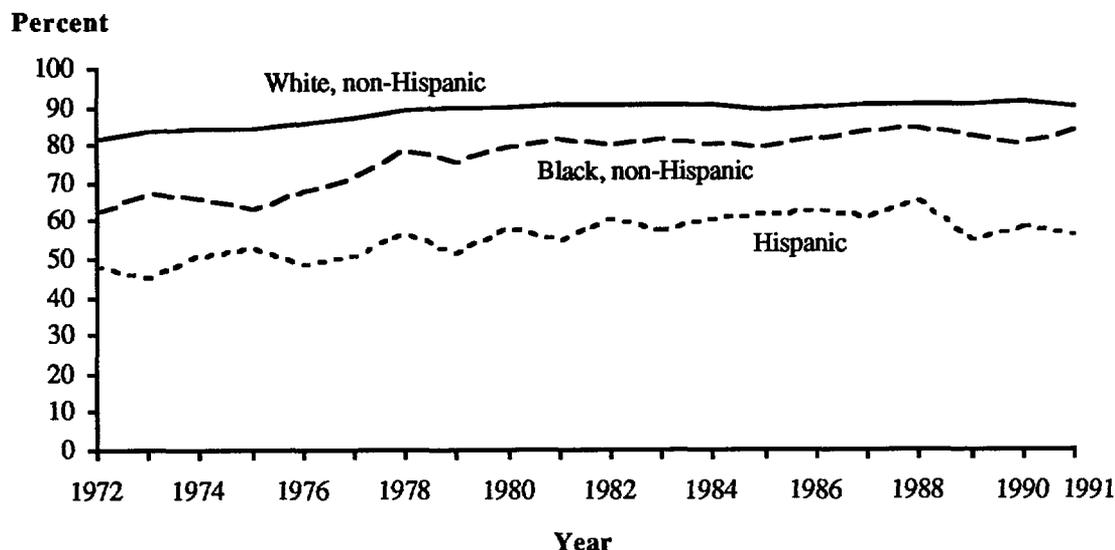
The completion rate for white 29- and 30-year-olds increased from about 82 percent in 1972 to about 91 percent in 1984—an increase of about 10 percent, and has remained relatively constant since (figure 12). The completion rate for black 29- and 30-year-olds increased from approximately 63 percent in 1972 to about 80 percent in 1984—an increase of 27 percent and has remained relatively constant since. Hispanic completion rates for both of these age groups evidence no apparent statistical trend, but are consistently lower than comparable rates for whites and blacks over this period.

Figure 11.—High school completion rates for all 21- and 22-year-olds, by race-ethnicity: October 1972 through October 1991



SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Figure 12.—High school completion rates for all 29- and 30-year-olds, by race-ethnicity: October 1972 through October 1991



SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Summary and Discussion

The high school completion rate for 21- and 22-year-olds increased over the last 20 years from about 82 percent in 1972 to just under 86 percent in 1991. In 1972, about 74 percent of black 21- and 22-year-olds and approximately 85 percent of white 21- and 22-year-olds completed high school. Over time, the relative increase in the rate for blacks was larger than the increase evident in the rate for whites, thus narrowing the race differential in high school completion rates. By 1991, about 81 percent of the black 21- and 22-year-olds and approximately 90 percent of the white 21- and 22-year-olds completed high school.

The high school completion rate for 29- and 30-year-olds increased markedly from about 78 percent in 1972 to around 87 percent in the early 1980s, and has remained level over the past decade. The rate for black 29- and 30-year-olds increased 17 percentage points between 1972 and 1984, from approximately 63 percent in 1972 to about 80 percent in 1984. The rate for white 29- and 30-year-olds increased 9 percentage points over this time interval, from about 82 percent in 1972 to approximately 91 percent in 1984. Since 1984 the rate for black 29- and 30-year-olds has fluctuated between 80 and 84 percent and the rate for whites in this age group varied between 89 and 91 percent.

Institutional data from schools and cross-sectional surveys (i.e., SASS) can be used to compute event rates for graduates or completers in a given year. Also, institutional data and longitudinal data (in the High School and Beyond and the National Education Longitudinal Study) provide the data needed for cohort estimates of the proportion of students from a particular grade level who graduate on time, late, or after returning from an

interruption in schooling.³⁹ These data sets allow analysts to examine not only high school graduation and completion rates for specific cohorts, but also the characteristics and experiences of those who drop out.

³⁹ Data from the High School and Beyond study indicate that a substantial proportion of dropouts return to school. See the chapter "Returning to School" presented in M. Frase, *Dropout Rates in the United States: 1988*, U.S. Department of Education, National Center for Education Statistics (September 1989), for an extended discussion of these students.

STATUS OF POSSIBLE FUTURE NCES DATA COLLECTION EFFORTS

NCES has made a great deal of progress over the last several years in developing reliable and policy-relevant data on school dropouts. The next section discusses three NCES surveys that are designed to collect extensive and accurate dropout data in the near future. These surveys will provide the data relevant to the national high school completion goal and the related objectives. In particular, the Common Core of Data dropout collection will provide national-, state-, and district-level dropout rates for the entire population and for various subgroups. The High School and Beyond study will provide data on the percentage of dropouts who successfully obtain a high school diploma or its equivalent, as well as data on the occupational status of dropouts. And, the National Household Education Survey can provide important contextual data on the at-risk factors for students dropping out of school.

Common Core of Data

The Common Core of Data (CCD) administered by NCES is an annual universe survey of the state-level education agencies in the 50 states, the District of Columbia, and the outlying areas. Statistical information is collected on public schools, staff, students, and finance.

A field test of dropout data collection took place in 27 states and two territories (a total of approximately 300 school districts) during the 1989–90 school year. The data were gathered through administrative records maintained at school districts and schools. The data did not produce national (or state) representative statistics, but instead provided information needed to design a dropout statistics component that was added to the CCD.

In that CCD collection, a school dropout was defined as an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program (event dropouts), and does not meet any of the following exclusionary conditions:

- death;
- temporary absence due to suspension or illness; or
- transfer to another public school district, private school, or a state- or district-approved education program.⁴⁰

For the purpose of this definition:

- a school year is the 12-month period of time beginning with the normal opening of school in the fall, with dropouts from the previous summer reported for the year in which they fail to enroll;

⁴⁰ This statistical definition, tested in the field test as the basis for collecting comparable national and state dropout data. It is similar to the definition developed for the purposes of the School Dropout Demonstration Assistance Program, established under Sec. 6201 (a) of the Hawkins-Stafford School Improvement Amendments.

- an individual has graduated from high school or completed an approved education program upon receipt of formal recognition from school authorities;
- a state- or district-approved education program may include special education programs, home-based instruction, and school-sponsored GED preparation.

This new collection was initiated with a set of instructions to State CCD Coordinators in the summer of 1991. Those instructions specified the details of the dropout data to be collected during the 1991–92 school year. These data will be submitted to NCES during the 1992–93 school year, along with expanded reports of the numbers of students of each race–ethnicity by grade of school (dropouts, like graduates, are reported for the preceding school year).

Taken together, these data form the basis of the beginning of an annual universe-based collection of dropout data for the United States. The results of this first year of dropout data collection will be published in November 1993. It is anticipated that full implementation of this new collection will occur over a period of 3 years.

The dropout statistics will make it possible to report the number and rate of event dropouts from public schools by school districts, states, major subpopulations, and the nation. Data will be collected by grade for grades 7–12 and by sex within race–ethnicity categories. Dropouts from both regular and special education will be included in the counts, but not reported separately.

High School and Beyond

High School and Beyond (HS&B) is the NCES national longitudinal survey of 1980 high school seniors and sophomores. A probability sample of 1,015 high schools was selected with a target number of 36 seniors and 36 sophomores in each school. Over 58,000 students (30,000 sophomores) participated in the base-year survey. Students completed questionnaires and took a battery of cognitive tests. Subsamples of the two cohorts were re-surveyed in the springs of 1982 (first followup), 1984 (second followup), and 1986 (third followup). High school transcripts were obtained in 1982 for more than half the sophomore cohort. HS&B is representative of the nation's high school sophomores of 1980 (for Census regions as well as nationally) with substantial oversampling of special populations. Over 2,000 of the sophomore cohort were identified as dropouts at the time of the first followup (spring of 1982).

Fourth followup data from HS&B will be collected in the fall of 1992. With the release of these data, further information will become available on the occupational and educational status of high school dropouts from the sophomore class of 1980. Furthermore, some of the members of this cohort who were dropouts at the time of the last followup in 1986 may have returned and completed high school by the fall of 1992.

National Household Education Survey

A field test for the National Household Education Survey (NHES) dropout data collection was conducted during the fall of 1989. The purpose of this field test was to examine the feasibility of using a random digit dialing (RDD) and computer-assisted telephone interviewing (CATI) methodology to collect data on in-school and out-of-school experiences of dropouts and to estimate the number and percentage of event and status dropouts. (Status and event dropouts were identified by the same definitions used in CPS.)

The field test addressed a number of issues related to the use of NHES methodology for collecting data about dropouts. One major issue was the adequate coverage of the targeted population. Surveys that use the telephone for sampling and data collection fail to cover persons who live in households without telephones, estimated to be about 7 percent of all persons nationwide. If a large percentage of the population is not covered and differences in characteristics between those covered and those not covered are large, the biases from using data collected only from telephone households to estimate the characteristics of the entire population may have important consequences.

During the field test, data from the CPS were used to analyze the bias associated with telephone undercoverage. The overall telephone coverage rate for 14- through 21-year-olds was about 92 percent, which is close to the 93 percent coverage for the total population. However, the coverage rate for persons classified as either status or event dropouts was much lower: approximately 70 percent for status dropouts and 75 percent for event dropouts. Moreover, the dropout rates among persons living in the telephone and non-telephone households are quite discrepant. Thus, both conditions necessary for producing significant bias in estimates derived from a survey restricted to telephone households are present.

In an effort to increase the sample size and improve the coverage for 14- through 21-year-olds, especially dropouts, a random multiplicity sample of 25 percent of all households was selected. In these households, all females 28 through 65 years old were asked to enumerate and complete a Household Respondent Interview (HRI) for each of their 14- through 21-year-old children who did not currently live in their households, as well as for those 14- through 21-year-old children living in the household. The remaining 75 percent of the selected households were asked to only complete HRIs for the 14-through 21-year-old children living in the household.

The second issue examined was the correspondence between the estimates of dropouts based on information provided by Household Respondents completing the HRI and estimates based on information provided by the 14- through 21-year-olds in Youth Interviews (YI). In general, estimates of dropouts based on information provided by Household Respondents are smaller than similar estimates based on data from the YI for status dropouts. The opposite is true for event dropouts. Also, the relative reporting reliability of the estimates for status dropouts was greater than for event dropouts.

Analyses of dropout data from the CPS show that blacks and Hispanics have higher high school dropout rates; thus, the NHES field test oversampled blacks and Hispanics in order to increase the sample size for these groups. Oversampling increased the number of Hispanics in the sample by 34 percent and the number of blacks in the sample by 47 percent.

The field test of the NHES has demonstrated that an RDD survey of high school dropouts is feasible if it is carefully planned and executed. However, the potential for bias in the estimates due to telephone undercoverage is an issue which could not be fully resolved in the field test. To acquire information needed to assess the feasibility in the future of collecting dropout data via telephone, a dual frame data collection approach is recommended. The dual frame approach would include both an RDD telephone household survey and an in-person survey with non-telephone households.

SUMMARY AND CONCLUSIONS

This report has presented data on high school dropout and completion rates in the United States. Three types of dropout rates have been described—event, status, and cohort—as well as several graduation/completion rates. In addition, the report has outlined the status of NCES data collection efforts related to dropouts.

Dropout Rates

Rates. Three types of dropout rates were examined in this report.

- 1) The *event dropout rate* represents the share of students who leave school without completing high school during a single year. In 1991, the event dropout rate was 4.0 percent for students ages 15 through 24 in grades 10–12. The number of event dropouts from grades 10–12 in 1991 was approximately 348,000.
- 2) The *status dropout rate* represents the proportion of individuals at any given time who are not enrolled in school and have not completed high school. In October 1991, 12.5 percent of 16- through 24-year-olds were status dropouts. This represented about 3.9 million persons in this age group who had not completed high school and were not currently enrolled in school.

Census data allow a first look at state and local dropout rates. They show considerable variability across states, counties, and large cities.

The status dropout rate is a cumulative rate. It is much higher than the event rate because it counts as dropouts all individuals who have not completed high school (and are not currently enrolled in school), regardless of when they last attended school.

- 3) A third type of dropout rate—the *cohort rate*—measures what happens to a single group (or cohort) of students over a period of time. About 7 percent of the eighth-grade cohort of 1988 dropped out of school between the 8th and 10th grades. The cohort dropout rates were about 10 percent for Hispanic and for black students, and they were higher than the rates for whites and Asians.

Trend. Nationally, dropout rates have been declining. The event rate declined 34 percent between 1980 and 1991, from 6.1 percent to 4.0 percent. The status rate in 1991 was about 11 percent lower than it had been in 1980: 14.1 percent in 1980 and 12.5 percent in 1991.

Dropout rates have been declining for blacks and whites but not for Hispanics. The event dropout rates for whites and blacks declined between 1980 and 1991. The status dropout rates for 16- through 24-year-old blacks have declined considerably since 1972 (from 21.3 percent in 1972 to 13.6 percent in 1991), and the rates for 16- through 24-year-old whites have also decreased (from 12.3 percent in 1972 to 8.9 percent in 1991). The decline for the black status rate occurred within all levels of current family income—low, middle, and high. Thus, the differences between the status dropout rates for whites and blacks have narrowed over the two decades: from a difference of about 9.0 percentage points in 1972 to a difference of 4.7 percentage points in 1991. Hispanic dropout rates—

event and status—have shown no consistent trend, but have remained high throughout the last 20 years.

High School Completion and Graduation

High school completion rates at different age levels reflect different sets of experiences. At ages 17–18, a number of students are still enrolled in school, and as a result only about one-third have completed high school. Fewer than 10 percent of the 19- and 20-year-olds were still enrolled in high school in 1991, and about 82 percent of this age group had completed high school. The 21- and 22-year-old age group was used to summarize the high school completion rates across racial and ethnic groups, given that less than 1 percent of this group were still enrolled in high school. The high school completion rate for 21- and 22-year-olds in 1991 was 85.7 percent, and 95 percent of those students held a regular diploma; the remaining 5 percent of the high school completers (4.3 percent of all 21- and 22-year-olds) received some type of alternative credential.

Taken as a group, the 85.7 percent completion rate for 21- and 22-year-olds suggests that the United States is well on the way to achieving the year 2000 high school graduation rate goal of 90 percent. However, when race and ethnicity are taken into account, the prospect is not as encouraging. Although the rate for white students was 90 percent, the rate for black students was 81 percent, and the rate for Hispanic students was 61 percent.

Over the last two decades, the high school completion rate for all 21- and 22-year-olds showed a modest increase—from approximately 82 percent in 1972 to the current rate of close to 86 percent. During this time interval, the completion rates for blacks and whites ages 21 and 22 both increased (7 percentage points for blacks and 5 percentage points for whites), and the rates for Hispanics fluctuated around the 60 percent rate observed in 1991.

High school completion rates were also examined in detail for 29- and 30-year-olds to capture the effects of late completers on high school completion. In general, while the gains experienced by this age group were larger than those observed for 21- and 22-year-olds, they stopped in 1984. Since that time, the rates for the group as a whole and for whites and blacks (and Hispanics) have shown no trend. The rates for the group as a whole, and for whites, increased 10 percent from 1972 to 1984; the rate for black 29- and 30-year-olds increased 27 percent; and the rate for Hispanics showed no trend.

New Data Sources

The data presented in this report on dropout and high school completion rates provide important insights for educators and policymakers. However, there are several weaknesses in these data. For example, the sample sizes in CPS may result in imprecise estimates of dropout and completion rates for important subgroups, including subregional areas and some minority subpopulations. Furthermore, the cross-sectional nature of the data does not allow the examination of factors that lead to dropping out of school and its consequences. Therefore, NCES is working to improve the availability of reliable and policy-relevant data on dropouts.

The Common Core of Data (CCD) field tested a dropout data collection in 27 states and two territories. The collection of dropout data through the CCD will make it possible to report the number and rate of event dropouts from grades 7–12 for public schools by school districts, states, the nation, and major subpopulations.

Furthermore, several other surveys, including the National Household Education Survey and planned followups of the National Education Longitudinal Survey of 1988 and the High School and Beyond study, can provide additional sources of data on dropouts and high school completers in the future. In particular, data from the two longitudinal studies will provide important data needed to monitor the percentage of dropouts who successfully complete a high school diploma or its equivalent.

Conclusion

Over the last 20 years, there has been a general decline in dropout rates and a general increase in high school completion rates. Between the years 1980 and 1991 alone, event rates declined 34 percent and status rates have declined 11 percent. Between 1972 and 1991, completion rates increased for 21- and 22-year-olds by about 4 percent. Moreover, the dropout rates for black young people have shown the greatest progress over the last two decades, thus narrowing the gap between the proportion of white and black students dropping out of school.

However, notwithstanding these gains, dropout rates remain at unacceptable levels with too many students leaving school without earning their high school diplomas. In 1991, approximately 348 thousand students age 15 through 24 dropped out of high school. Over 3.9 million persons ages 16 through 24 had not completed high school and were not currently enrolled in school. Dropout and non-completion rates were particularly high for Hispanics, and for those in the central city. Furthermore, despite the fact that current family income may be an effect of dropping out rather than a cause, persons currently residing in low income families have dropout rates that are much higher than those of persons living in high income families. Without a high school diploma or equivalency certificate, these young people, already economically disadvantaged, face further disadvantages in the global economy.

APPENDIX A
Time Series and Standard Error Tables

Table A1.—Standard errors for Table 1: Event dropout and retention rates and number of dropouts ages 15–24 in grades 10–12: October 1989 through October 1991

Year ending	Event dropout rate (percent)	School retention rate (percent)	Number of dropouts (in thousands)
1989	0.36	0.36	33
1990	0.34	0.34	29
1991	0.34	0.34	29

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A2.—Standard errors and sample sizes for Table 2: Event dropout and retention rates, number, and distribution of dropouts from grades 10–12, ages 15–24, by sex, race–ethnicity, income, region, and metropolitan status: 1991

	<u>Event dropout and retention rate</u>		<u>Percent of all dropouts</u>	
	<u>Standard error</u>	<u>Sample size</u> (in thousands)	<u>Standard error</u>	<u>Sample size</u> (in thousands)
Total	0.34	8,677	†	348
Sex				
Male	0.46	4,415	4.27	168
Female	0.49	4,261	4.27	180
Race–ethnicity ¹				
White, non-Hispanic	0.36	6,130	4.23	198
Black, non-Hispanic	1.10	1,348	3.82	81
Hispanic	1.53	822	3.42	60
Family income ²				
Low income level	1.43	1,174	4.08	124
Middle income level	0.44	4,964	4.23	198
High income level	0.32	2,539	2.20	25
Region				
Northeast	0.66	1,537	2.76	52
Midwest	0.59	2,291	3.44	85
South	0.61	2,936	4.02	147
West	0.62	1,913	3.82	64
Metropolitan status				
Central city	0.74	2,511	4.20	144
Suburban	0.42	4,052	4.05	120
Non-metropolitan	0.70	2,050	3.65	84

† Not applicable.

¹ Not shown separately are non-Hispanics who are neither black nor white, but who are included in the total.

² Family income in current residence. Low income is defined as the bottom 20 percent of all family incomes for 1991; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1991, unpublished data.

Table A3.—Standard errors for Table 3: Event dropout and retention rates and number and distribution of dropouts from grades 10–12, ages 15–24, by grade level: 1991

	<u>Event dropout and retention rate</u>		<u>Percent of all dropouts</u>	
	<u>Standard error</u>	<u>Sample size</u> (in thousands)	<u>Standard error</u>	<u>Sample size</u> (in thousands)
Total	0.34	8,335	†	334
Grade*				
10th grade	0.50	3,206	3.92	105
11th grade	0.50	3,203	3.87	101
12th grade	0.61	3,007	4.19	142

† Not applicable.

* Dropouts were assumed to have dropped out in the next grade higher than the highest grade they actually completed.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1991, unpublished data.

Table A4.—Standard errors for Table 4: Event dropout and retention rates and number and distribution of dropouts from grades 10–12, ages 15–24, by age group: 1991

	<u>Event dropout and retention rate</u>		<u>Percent of all dropouts</u>	
	<u>Standard error</u>	<u>Sample size</u> (in thousands)	<u>Standard error</u>	<u>Sample size</u> (in thousands)
Total	0.34	8,335	†	334
Age*				
15–16	0.50	2,442	3.25	61
17	0.55	2,806	3.82	97
18	0.70	2,329	3.97	110
19	1.35	757	2.83	44
20–24	2.61	343	2.56	35

† Not applicable.

* Age when a person dropped out may be one year younger, because the dropout event could occur at any time over a 12-month period.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1991, unpublished data.

Table A5.—Supporting data for Table 5: Event dropout rates from grades 10–12, ages 15–24, by sex and race–ethnicity: October 1981 through October 1991

Year	White non-Hispanic		Black non-Hispanic		Hispanic	
	Male	Female	Male	Female	Male	Female
	(percent)					
1981	5.2	4.5	9.4	10.0	10.7	10.7
1982	4.9	4.6	8.9	6.6	9.5	8.8
1983	4.7	4.0	6.9	7.1	13.8	6.2
1984	4.8	4.1	6.0	5.5	12.3	10.2
1985	4.6	4.1	8.3	7.3	9.4	10.0
1986	3.8	3.7	5.1	5.7	12.4	11.3
1987*	3.9	3.1	6.2	6.7	4.8	6.1
1988*	4.3	4.1	6.3	5.6	12.3	8.2
1989*	3.7	3.3	7.0	8.6	7.8	7.7
1990*	3.5	3.1	4.2	5.7	8.7	7.2
1991*	2.8	3.7	5.3	6.8	10.1	4.6

* Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A6.—Standard errors for Table 5: Event dropout rates from grades 10–12, ages 15–24, by sex and race–ethnicity: October 1981 through October 1991

Year	White non-Hispanic		Black non-Hispanic		Hispanic	
	Male	Female	Male	Female	Male	Female
	(percent)					
1981	0.49	0.47	1.89	1.80	2.53	2.46
1982	0.53	0.51	1.84	1.62	2.45	2.56
1983	0.53	0.49	1.74	1.65	3.01	2.14
1984	0.54	0.50	1.61	1.46	3.02	2.48
1985	0.54	0.51	1.86	1.76	3.75	3.52
1986	0.49	0.48	1.47	1.54	3.95	3.70
1987*	0.45	0.41	1.47	1.53	2.33	2.59
1988*	0.56	0.57	1.73	1.69	4.52	4.09
1989*	0.55	0.53	1.90	2.09	3.68	3.82
1990*	0.52	0.50	1.49	1.68	3.46	2.98
1991*	0.46	0.56	1.59	1.79	3.61	2.45

* Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A7.—Standard errors for Table 6: Rate and number of status dropouts, ages 16–24: October 1989 through October 1991

	October		
	1989	1990	1991
Status dropout rate (percent)	0.31	0.29	0.30
Number of status dropouts (in thousands)	99	92	93

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A8.—Standard errors for Table 8: Rate, number, and distribution of status dropouts, by age: October 1991

	Status dropout rate	Number of status dropouts (in thousands)	Percent of all dropouts	Percent of population
Total	0.30	93	†	†
Age				
16	0.50	16	2.52	0.86
17	0.78	25	2.46	0.86
18	0.96	31	2.41	0.86
19	0.91	32	2.40	0.85
20	0.96	35	2.36	0.85
21	0.91	34	2.37	0.85
22	0.87	33	2.39	0.85
23	0.98	35	2.36	0.85
24	0.95	33	2.38	0.85

† Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1991, unpublished data.

Table A9.—Standard errors for Table 9: Rate, number, and distribution of status dropouts, by sex, race-ethnicity, income, region, and metropolitan status: October 1991

	Status dropout rate	Number of status dropouts (in thousands)	Percent of all dropouts	Percent of population
Total	0.30	97	†	†
Sex				
Male	0.43	69	1.78	0.67
Female	0.41	67	1.83	0.66
Race-ethnicity ¹				
White, non-Hispanic	0.31	70	1.80	0.51
Black, non-Hispanic	0.86	40	2.49	0.92
Hispanic	1.36	50	2.24	0.94
Family income ²				
Low income level	0.91	56	1.98	0.85
Middle income level	0.38	72	1.71	0.61
High income level	0.31	23	2.49	0.82
Region				
Northeast	0.54	33	2.15	0.77
Midwest	0.50	41	2.15	0.76
South	0.51	57	1.90	0.72
West	0.83	57	2.52	0.96
Metropolitan status				
Central city	0.58	63	1.29	0.44
Suburban	0.39	57	1.23	0.47
Non-metropolitan	0.62	43	1.03	0.38

† Not applicable.

¹ Not shown separately are non-Hispanics who are neither black nor white, but who are included in the total.

² Family income in current residence. Low income is defined as the bottom 20 percent of all family incomes for 1991; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1991, unpublished data.

Table A10.—Standard errors for Table 10: Status dropout rate, ages 16–24, by income and race–ethnicity: October 1991

	Race–ethnicity ¹			
	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic
Total	0.30	0.31	0.95	1.94
Family income ²				
Low income level	0.91	1.21	1.96	4.05
Middle income level	0.38	0.40	1.11	2.38
High income level	0.31	0.31	1.36	4.09

¹ Not shown separately are non-Hispanics who are neither black nor white, but who are included in the total.

² Family income in current residence. Low income is defined as the bottom 20 percent of all family incomes for 1991; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1991, unpublished data.

Table A11.—Standard errors for Table 11: Status dropout rate, ages 16–24, by region and race–ethnicity: October 1991

	Race–ethnicity*			
	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic
Total	0.30	0.31	0.86	1.50
Region				
Northeast	0.54	0.53	2.15	4.42
Midwest	0.50	0.49	2.16	7.98
South	0.51	0.59	1.18	3.26

* Not shown separately are non-Hispanics who are neither black nor white, but who are included in the total.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1991, unpublished data.

Table A12.—Standard errors for Table 12: Rate and number of Hispanic status dropouts, by ethnicity: November 1989

	Status dropout rate	Number of dropouts (in thousands)
Total	2.97	64
Ethnicity		
Cuban	10.44	7
Mexican-American	3.84	53
Puerto Rican	8.95	22
Other Hispanics	5.43	26

SOURCE: U.S. Bureau of the Census, Current Population Survey, November 1989.

Table A13.—Standard errors for Table 13: Rate and number of status dropouts, ages 16-24, by recency of migration and ethnicity: November 1989

	Status dropout rate	Number of dropouts (in thousands)	Ethnicity	
			Hispanic	Non-Hispanic
Total ¹	0.30	100	1.34	0.29
Recency of migration				
Born outside 50 states and D.C.	2.11	53	3.16	1.32
First generation ²	1.44	36	3.08	1.01
Second generation or more ³	0.45	122	3.42	0.31

¹ Total includes a small proportion for whom place of birth is unknown.

² Individuals defined as first generation were born in the 50 states or the District of Columbia and have one or both parents born outside the 50 states and the District of Columbia.

³ Individuals defined as second generation or more were born in the 50 states or the District of Columbia and have both parents born in the United States.

SOURCE: U.S. Bureau of the Census, Current Population Survey, November 1989.

Table A14.—Standard errors for Table 14: Educational attainment of status dropouts, ages 16–24, by recency of migration and ethnicity: November 1989

	Years of School Completed				
	<7	7–8	9	10	11
Total ¹	0.85	0.82	0.80	0.76	0.77
Recency of migration					
Born outside 50 states and D.C.	2.63	2.89	2.96	3.06	3.07
First generation ²	3.27	3.06	3.05	2.90	2.51
Second generation or more ³	0.97	0.91	0.87	0.83	0.84
Ethnicity					
Non-Hispanic	0.92	0.87	0.84	0.78	0.80
Hispanic	3.56	3.67	3.72	3.76	3.71

¹ Total includes a small proportion for whom place of birth is unknown.

² Individuals defined as first generation were born in the 50 states or the District of Columbia and have one or both parents born outside the 50 states and the District of Columbia.

³ Individuals defined as second generation or more were born in the 50 states or the District of Columbia and have both parents born in the United States.

SOURCE: U.S. Bureau of the Census, Current Population Survey, November 1989.

Table A15.—Standard errors for Table 15: Status dropout rate, ages 16–24, by region and metropolitan status: Selected years, October 1975 through October 1991

	October				
	1975	1980	1985	1990*	1991*
Total	0.26	0.27	0.27	0.29	0.30
Region					
Northeast	0.52	0.51	0.54	0.57	0.54
Midwest	0.46	0.46	0.49	0.52	0.50
South	0.54	0.52	0.52	0.54	0.51
West	0.62	0.63	0.67	0.69	0.83
Metropolitan status					
Central city	0.51	0.54	0.57	0.57	0.58
Suburban	0.38	0.38	0.39	0.39	0.39
Non-metropolitan	0.52	0.49	0.52	0.62	0.62

* Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, "School Enrollment—Social and Economic Characteristics of Students, October (various years)," *Current Population Reports*, Series P-20, and unpublished tabulations.

Table A16.—Standard errors for Table 16: Status dropout rates for persons ages 16–24, by cohorts: October 1973 through October 1991

Year	Age groups		
	16–18	19–21	22–24
1973	0.42	0.51	0.51
1976	0.42	0.48	0.49
1979	0.41	0.49	0.49
1982	0.43	0.52	0.49
1985	0.51	0.49	0.49
1988*	0.47	0.59	0.56
1991*	0.48	0.57	0.57

* Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A17.—Standard errors for Table 17: NELS:88 8th- to 10th-grade cohort dropout and retention rates, by sex and race-ethnicity: 1990

	Cohort dropout rate	School retention rate
Total	0.40	0.40
Sex		
Male	0.55	0.55
Female	0.51	0.51
Race-ethnicity*		
Asian/Pacific Islander	1.02	1.02
Hispanic	0.84	0.84
Black, non-Hispanic	1.51	1.51
White, non-Hispanic	0.44	0.44
Native American	2.32	2.32

* Not shown separately are 434 persons (approximately 2 percent of the unweighted sample) whose race-ethnicity are unknown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, unpublished data.

Table A18.—Standard errors for Table 18: Percentage of NELS:88 8th- to 10th-grade dropouts who reported that various reasons for dropping out of school applied to them, by sex and race-ethnicity: 1990

	Total	Sex		Race-ethnicity		
		Male	Female	Hispanic	Black, non-Hispanic	White, non-Hispanic
School related:						
Did not like school	3.94	5.60	5.28	5.52	11.06	4.93
Could not get along with teachers	4.00	5.79	2.96	4.80	10.28	5.36
Could not get along with students	3.22	4.28	4.86	4.35	10.08	3.38
Was suspended too often	2.64	3.14	4.51	4.27	9.60	2.26
Did not feel safe at school	2.64	3.01	4.49	4.10	9.49	2.24
Was expelled	2.49	2.95	4.35	3.82	9.55	1.50
Felt I didn't belong	3.94	6.57	2.21	3.98	2.36	5.83
Could not keep up with schoolwork	4.15	6.34	4.80	4.00	10.23	5.73
Was failing school	4.09	6.10	4.73	5.09	9.42	5.58
Changed school and did not like new school	2.77	2.99	4.72	4.52	9.73	2.18
Job related:						
Could not work and go to school at same time	1.70	3.06	1.63	3.79	2.91	2.43
Had to get a job	1.97	2.30	3.27	4.24	4.46	2.33
Found a job	1.98	2.94	2.61	5.41	2.15	2.80
Family related:						
Had to support family	3.13	1.13	5.97	3.85	2.75	5.14
Wanted to have family	1.39	1.40	1.97	4.33	3.24	1.03
Was pregnant*	6.07	—	6.07	5.82	14.56	8.96
Became parent	3.23	1.38	5.85	2.88	5.60	5.10
Got married	3.11	0.88	5.73	4.97	0.89	4.96
Had to care for family member	2.28	1.37	4.29	2.49	9.36	1.13
Other:						
Wanted to travel	0.49	0.72	0.60	—	1.33	0.61
Friends dropped out	2.98	4.13	4.39	3.60	10.53	2.77

—Too few cases for a reliable estimate.

* Females only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *National Education Longitudinal Study of 1988—First Followup Survey*, 1990.

Table A19.—Standard errors for Table 19: Percentage distribution of NELS:88 8th- to 10th-grade dropouts by their intentions to return to school or earn GED, by sex and race-ethnicity: 1990

	Total	Sex		Race-ethnicity		
		Male	Female	Hispanic	Black, non-Hispanic	White, non-Hispanic
Plan to return and graduate	4.25	6.45	3.73	4.52	9.42	6.29
Plan to get GED	4.18	6.01	4.20	5.96	9.39	6.01
Do not plan to return	0.96	0.91	1.70	4.65	—	0.98
Already have GED	0.54	0.89	0.60	0.73	1.10	0.78

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *National Education Longitudinal Study of 1988—First Followup Survey*. 1990.

Table A20.—Standard errors for Table 20: Percentage of NELS:88 8th- to 10th-grade dropouts who reported that they would be “somewhat or very likely to return to school” for various reasons, by sex and race-ethnicity: 1990

	Total	Sex		Race-ethnicity		
		Male	Female	Hispanic	Black, non-Hispanic	White, non-Hispanic
Academically related:						
If it would improve reading skills	5.13	8.39	5.46	7.08	11.99	4.86
If it would improve math skills	4.98	7.55	6.30	6.87	10.60	6.12
If I felt I could graduate	5.09	6.49	7.00	7.91	6.34	7.55
If I felt sure that I could get a good job after graduation	4.75	5.79	7.01	7.51	6.65	7.16
If I could take more job-related courses	5.02	7.32	5.70	6.47	9.59	7.64
If I felt sure I could get tutoring help to do better in school	5.11	8.31	6.00	7.02	9.13	7.99
School climate related:						
If there were no gangs at school	2.21	2.75	3.31	5.11	3.85	2.16
If I felt safer at school	3.19	5.35	3.61	6.43	9.96	2.49
If I felt I belonged at school	5.45	9.05	6.34	6.46	13.80	8.00
If school was more interesting	4.79	5.34	6.48	6.77	8.24	7.22
If I could participate in sports or other activities	5.60	9.19	3.74	5.69	6.53	9.11
Family related:						
If I had a baby sitter	2.34	1.74	3.91	3.91	6.62	2.15
If child care were available at school	2.94	1.48	4.99	4.88	9.90	2.05
If I could attend classes at night or on weekends	5.02	6.63	5.53	7.06	9.37	7.51
If I didn't have to work to support self or family	4.82	4.03	7.62	4.63	9.60	7.22
Other:						
If parents were interested in my education	4.59	7.38	5.55	7.43	12.03	5.12
If friends went back to school	5.56	9.77	3.78	4.58	5.47	8.53

SOURCE: U.S. Department of Education, National Center for Education Statistics, *National Education Longitudinal Study of 1988—First Followup Survey*, 1990.

Table A21.—Standard errors for Table 21: Percentage of persons in high school by sex, race-ethnicity, and age: October 1991

	Age				
	18	19	20	21	22
Total	1.21	0.70	0.38	0.22	0.18
Sex					
Male	1.83	1.13	0.58	0.38	0.31
Female	1.56	0.82	0.50	0.20	0.23
Race-ethnicity*					
White, non-Hispanic	1.35	0.62	0.41	0.24	0.14
Black, non-Hispanic	3.97	3.05	1.56	0.86	1.16
Hispanic	5.70	4.19	1.86	0.97	1.51

* Not shown separately are non-Hispanics who are neither black nor white, but who are included in the total.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A22.—Standard errors for Table 22: High school completion and enrollment status of 21- and 22-year-olds: October 1989 through October 1991

	Year		
	1989	1990	1991
Completed	0.72	0.66	0.65
Enrolled in high school	0.17	0.17	0.14
Dropped out	0.71	0.64	0.63

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A23.—Standard errors for Table 23: High school completion rates and method of completion of 21- and 22-year-olds, by race-ethnicity*: October 1989 through October 1991

Completion method	Year		
	1989	1990	1991
	(percent)		
Total			
Completed	0.72	0.66	0.65
Diploma	0.82	0.79	0.78
Alternative	0.44	0.48	0.44
White, non-Hispanic			
Completed	0.72	0.68	0.65
Diploma	0.84	1.16	0.81
Alternative	0.49	1.24	0.51
Black, non-Hispanic			
Completed	2.58	2.27	2.20
Diploma	2.82	2.60	2.67
Alternative	1.59	1.58	1.56
Hispanic			
Completed	4.76	4.15	4.20
Diploma	6.24	5.47	5.44
Alternative	2.43	2.59	2.09

* Not shown separately are non-Hispanics who are neither black nor white, but who are included in the total.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A24.—Standard errors for Table 24: Alternative high school completion rates, by age and race-ethnicity: October 1991

Age	Total	Race-ethnicity*		
		White, non-Hispanic	Black, non-Hispanic	Hispanic
(As percent of age group)				
17-18	0.94	1.15	2.62	3.60
19-20	0.74	0.77	2.54	4.27
21-22	0.65	0.65	2.21	4.26
23-24	0.69	0.69	2.30	4.09
25-26	0.64	0.64	2.21	4.09
27-28	0.62	0.62	2.13	4.32
29-30	0.59	0.59	2.12	4.30
As percent of those in age group not currently enrolled in high school or below)				
17-18	1.30	1.40	4.30	6.43
19-20	0.67	0.72	2.39	4.39
21-22	0.64	0.64	2.17	4.27
23-24	0.69	0.68	2.22	4.12
25-26	0.64	0.64	2.20	4.10
27-28	0.62	0.62	2.13	4.34
29-30	0.59	0.59	2.12	4.31

* Not shown separately are non-Hispanics who are neither black nor white, but who are included in the total.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1991, unpublished data.

Table A25.—Data for Figure A and Figure 1: Event dropout rates for grades 10–12, ages 15–24, by race–ethnicity: October 1972 through October 1991

Year	Total	Race–ethnicity ¹		
		White, non-Hispanic	Black, non-Hispanic	Hispanic
(percent)				
1972	6.1	5.3	9.5	11.2
1973	6.3	5.5	9.9	10.0
1974	6.7	5.8	11.6	9.9
1975	5.8	5.0	8.7	10.9
1976	5.9	5.6	7.4	7.3
1977	6.5	6.1	8.6	7.8
1978	6.7	5.8	10.2	12.3
1979	6.7	6.0	9.9	9.8
1980	6.1	5.2	8.2	11.7
1981	5.9	4.8	9.7	10.7
1982	5.5	4.7	7.8	9.2
1983	5.2	4.4	7.0	10.1
1984	5.1	4.4	5.7	11.1
1985	5.2	4.3	7.8	9.8
1986	4.7	3.7	5.4	11.9
1987 ²	4.1	3.5	6.4	5.4
1988 ²	4.8	4.2	5.9	10.4
1989 ²	4.5	3.5	7.8	7.8
1990 ²	4.0	3.3	5.0	7.9
1991 ²	4.0	3.2	6.0	7.3

¹ Not shown separately are non-Hispanics who are neither black nor white, not who are included in the total.

² Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A26.—Standard errors for Figure A and Figure 1: Event dropout rates for grades 10–12, ages 15–24, by race–ethnicity: October 1972 through October 1991

Year	Total	Race–ethnicity ¹		
		White, non-Hispanic	Black, non-Hispanic	Hispanic
(percent)				
1972	0.34	0.35	1.34	2.15
1973	0.34	0.35	1.38	2.03
1974	0.35	0.36	1.43	1.93
1975	0.33	0.34	1.26	1.91
1976	0.33	0.36	1.17	1.57
1977	0.34	0.37	1.21	1.65
1978	0.35	0.36	1.32	2.13
1979	0.35	0.37	1.35	1.88
1980	0.33	0.35	1.22	1.98
1981	0.33	0.34	1.30	1.77
1982	0.35	0.35	1.23	1.77
1983	0.33	0.36	1.19	1.87
1984	0.33	0.37	1.08	1.92
1985	0.35	0.38	1.28	2.56
1986	0.32	0.35	1.07	2.71
1987 ²	0.28	0.31	1.16	1.74
1988 ²	0.36	0.39	1.21	3.09
1989 ²	0.36	0.38	1.41	2.65
1990 ²	0.34	0.37	1.12	2.27
1991 ²	0.34	0.36	1.20	2.17

¹ Not shown separately are non-Hispanics who are neither black nor white, not who are included in the total.

² Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A27.—Data for Figure 2: Event dropout rates for grades 10–12, ages 15–24, by grade level: October 1972 through October 1991

Year	Total	10th grade	11th grade	12th grade
1972	6.1	5.1	6.2	6.1
1973	6.3	5.5	6.0	6.5
1974	6.7	5.6	6.1	7.5
1975	5.8	4.5	5.7	6.3
1976	5.9	3.6	5.7	7.1
1977	6.5	4.5	6.1	8.0
1978	6.7	4.7	5.9	8.6
1979	6.7	5.7	5.9	7.9
1980	6.1	4.6	5.8	7.2
1981	5.9	4.0	6.8	6.2
1982	5.5	4.2	6.0	5.8
1983	5.2	3.9	4.7	6.6
1984	5.1	4.0	4.8	6.2
1985	5.2	4.2	4.0	6.6
1986	4.7	4.4	3.4	5.4
1987*	4.1	3.3	3.5	5.2
1988*	4.8	3.6	4.9	5.5
1989*	4.5	3.2	4.0	5.5
1990*	4.0	3.0	3.1	5.3
1991*	4.0	3.3	3.2	4.7

* Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A28.—Standard errors for Figure 2: Event dropout rates for grades 10–12, ages 15–24, by grade level: October 1972 through October 1991

Year	Total	10th grade	11th grade	12th grade
1972	0.34	0.52	0.56	0.58
1973	0.34	0.34	0.55	0.59
1974	0.35	0.53	0.55	0.62
1975	0.33	0.48	0.53	0.58
1976	0.33	0.43	0.53	0.60
1977	0.34	0.48	0.55	0.63
1978	0.35	0.49	0.56	0.66
1979	0.35	0.55	0.55	0.64
1980	0.33	0.52	0.55	0.62
1981	0.33	0.48	0.59	0.58
1982	0.35	0.53	0.61	0.59
1983	0.33	0.53	0.55	0.61
1984	0.33	0.53	0.57	0.64
1985	0.35	0.53	0.51	0.66
1986	0.32	0.54	0.47	0.59
1987*	0.28	0.45	0.44	0.53
1988*	0.36	0.57	0.63	0.66
1989*	0.36	0.53	0.59	0.67
1990*	0.34	0.49	0.49	0.65
1991*	0.34	0.50	0.50	0.61

* Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A29.—Supporting data for Figure 3: Event dropout rates for grades 10–12, ages 15–24, by age group: October 1972 through October 1991

Year	Age				
	15–16	17	18	19	20–24
1972	4.6	5.0	5.8	13.2	28.4
1973	4.8	6.0	6.3	10.5	20.5
1974	5.4	5.6	6.3	15.7	28.3
1975	4.0	5.7	5.3	10.5	23.9
1976	4.0	4.8	7.2	9.5	23.6
1977	4.7	5.0	6.5	15.2	28.0
1978	3.8	6.0	6.1	17.1	30.7
1979	5.0	5.3	7.1	10.6	30.2
1980	3.8	5.3	5.9	12.7	27.1
1981	3.9	4.6	5.5	13.5	28.0
1982	3.2	3.7	5.9	10.6	25.7
1983	2.3	4.3	6.0	9.1	24.4
1984	2.8	3.2	5.9	11.4	21.8
1985	2.7	3.7	5.8	13.0	27.8
1986	3.0	3.3	4.6	9.1	26.8
1987*	1.8	3.3	5.0	6.6	22.5
1988*	2.1	3.9	5.9	12.2	14.9
1989*	2.3	3.1	4.8	9.3	21.5
1990*	2.4	2.8	4.5	7.9	14.0
1991*	2.5	3.5	4.7	5.8	10.3

* Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A30.—Standard errors for Figure 3: Event dropout rates for grades 10–12, ages 15–24, by age group: October 1972 through October 1991

Year	Age				
	15–16	17	18	19	20–24
1972	0.51	0.54	0.63	2.18	3.86
1973	0.52	0.58	0.65	1.93	3.72
1974	0.54	0.55	0.64	2.24	4.13
1975	0.48	0.56	0.59	1.81	3.51
1976	0.48	0.51	0.69	1.73	3.73
1977	0.52	0.53	0.64	2.14	3.63
1978	0.47	0.58	0.63	2.22	3.73
1979	0.55	0.55	0.68	1.77	3.73
1980	0.48	0.55	0.63	1.91	3.76
1981	0.49	0.53	0.60	2.04	3.57
1982	0.50	0.50	0.66	1.84	3.43
1983	0.42	0.56	0.66	1.78	3.50
1984	0.48	0.48	0.68	1.89	3.38
1985	0.46	0.53	0.69	2.08	4.28
1986	0.48	0.49	0.61	1.78	3.96
1987*	0.34	0.45	0.59	1.43	3.45
1988*	0.47	0.57	0.74	2.18	4.02
1989*	0.51	0.54	0.71	1.85	3.96
1990*	0.49	0.49	0.66	1.63	3.05
1991*	0.50	0.55	0.70	1.35	2.61

* Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A31.—Supporting data for Figure B and Figure 5: Status dropout rates for persons ages 16–24, by race–ethnicity: October 1972 through October 1991

Year	Total	Race–ethnicity ¹		
		White, non-Hispanic	Black, non-Hispanic	Hispanic
		(percent)		
1972	14.6	12.3	21.3	34.3
1973	14.1	11.6	22.2	33.5
1974	14.3	11.8	21.2	33.0
1975	13.9	11.4	22.8	29.2
1976	14.1	11.9	20.5	31.4
1977	14.1	11.9	19.8	33.0
1978	14.2	11.9	20.2	33.3
1979	14.6	12.0	21.1	33.8
1980	14.1	11.3	19.2	35.2
1981	13.9	11.4	18.4	33.2
1982	13.9	11.4	18.4	31.7
1983	13.7	11.2	18.0	31.6
1984	13.1	11.0	15.5	29.8
1985	12.6	10.4	15.2	27.6
1986	12.2	9.7	14.1	30.1
1987 ²	12.7	10.4	14.2	28.6
1988 ²	12.9	9.6	14.3	35.8
1989 ²	12.6	9.4	13.9	33.0
1990 ²	12.1	9.0	13.2	32.4
1991 ²	12.5	8.9	13.6	35.3

¹ Not shown separately are non-Hispanics who are neither black nor white, but who are included in the total.

² Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A32.—Standard errors for Figure B and Figure 5: Status dropout rates for persons ages 16–24, by race-ethnicity: October 1972 through October 1991

Year	Total	Race-ethnicity ¹		
		White, non-Hispanic	Black, non-Hispanic	Hispanic
		(percent)		
1972	0.29	0.30	1.08	1.70
1973	0.28	0.29	1.07	1.72
1974	0.28	0.29	1.06	1.60
1975	0.27	0.28	1.07	1.55
1976	0.27	0.28	1.02	1.54
1977	0.27	0.28	1.01	1.56
1978	0.27	0.28	1.01	1.54
1979	0.27	0.28	1.02	1.53
1980	0.27	0.28	0.98	1.46
1981	0.26	0.28	0.94	1.39
1982	0.28	0.29	0.99	1.48
1983	0.28	0.29	0.98	1.48
1984	0.27	0.29	0.94	1.47
1985	0.27	0.29	0.94	1.94
1986	0.27	0.29	0.91	1.88
1987 ²	0.28	0.30	0.93	1.86
1988 ²	0.31	0.32	1.01	2.29
1989 ²	0.31	0.32	1.00	2.18
1990 ²	0.29	0.31	0.94	1.91
1991 ²	0.30	0.31	0.95	1.94

¹ Not shown separately are non-Hispanics who are neither black nor white, but who are included in the total.

² Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A33.—Supporting data for Figure 6: Number of status dropouts, ages 16–24, by race–ethnicity: October 1972 through October 1991

Year	Total	Race–ethnicity ¹		
		White, non-Hispanic	Black, non-Hispanic	Hispanic
1972	4,770	3,250	858	609
1973	4,716	3,150	930	576
1974	4,849	3,205	877	653
1975	4,824	3,154	978	573
1976	4,981	3,330	904	646
1977	5,031	3,366	891	701
1978	5,114	3,361	923	728
1979	5,265	3,416	974	758
1980	5,085	3,189	889	885
1981	5,143	3,221	899	891
1982	5,055	3,184	902	823
1983	4,905	3,042	878	816
1984	4,626	2,928	754	762
1985	4,324	2,671	719	797
1986	4,142	2,405	660	966
1987 ²	4,230	2,533	644	926
1988 ²	4,232	2,277	653	1,168
1989 ²	4,038	2,151	639	1,142
1990 ²	3,797	2,007	594	1,114
1991 ²	3,881	1,953	609	1,241

¹ Not shown separately are non-Hispanics who are neither black nor white, but who are included in the total.

² Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A34.—Standard errors for Figure 6: Number of status dropouts, ages 16–24, by race–ethnicity: October 1972 through October 1991

Year	Total	Race–ethnicity ¹		
		White, non-Hispanic	Black, non-Hispanic	Hispanic
1972	92	77	44	30
1973	92	76	45	29
1974	93	76	44	31
1975	93	76	46	30
1976	95	78	45	32
1977	96	79	45	34
1978	97	79	46	34
1979	98	80	48	35
1980	97	77	45	37
1981	97	78	46	38
1982	101	82	49	38
1983	100	80	48	38
1984	97	79	46	37
1985	94	75	45	56
1986	93	72	42	61
1987 ²	86	67	39	54
1988 ²	102	76	47	75
1989 ²	99	74	46	76
1990 ²	92	68	42	66
1991 ²	93	67	42	68

¹ Not shown separately are non-Hispanics who are neither black nor white, but who are included in the total.

² Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A35.—Data for Figure 7: Status dropout rate, ages 16–24, by race-ethnicity and sex: October 1972 through October 1991

Year	Race-ethnicity and sex					
	White, non-Hispanic		Black, non-Hispanic		Hispanic	
	Male	Female	Male	Female	Male	Female
	(percent)					
1972	11.7	12.8	22.3	20.5	33.7	34.9
1973	11.5	11.8	21.5	22.8	30.4	36.4
1974	12.0	11.7	20.1	22.1	33.7	32.2
1975	10.9	11.8	22.9	22.8	26.7	31.6
1976	12.1	11.7	21.2	19.9	30.3	32.3
1977	12.6	11.2	19.5	20.1	31.6	34.3
1978	12.2	11.5	22.5	18.2	33.6	33.1
1979	12.6	11.4	22.4	20.1	33.0	34.5
1980	12.2	10.5	20.8	17.8	37.2	33.2
1981	12.5	10.2	19.8	17.2	36.0	30.4
1982	12.0	10.8	21.1	15.9	30.5	32.8
1983	12.2	10.1	20.0	16.2	34.3	29.1
1984	12.0	10.1	16.9	14.3	30.6	29.0
1985	11.0	9.9	16.1	14.4	29.9	25.2
1986	10.2	9.1	14.7	13.5	32.8	27.2
1987*	10.8	10.0	14.9	13.3	29.1	28.1
1988*	10.3	8.9	15.0	13.7	36.0	35.4
1989*	10.3	8.5	14.9	13.0	34.4	31.6
1990*	9.3	8.7	11.9	14.4	34.3	30.3
1991*	8.9	8.9	13.5	16.7	39.2	31.1

* Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A36.—Standard errors for Figure 7: Status dropout rate, ages 16–24, by race–ethnicity and sex: October 1972 through October 1991

Year	Race–ethnicity and sex					
	White, non-Hispanic		Black, non-Hispanic		Hispanic	
	Male	Female	Male	Female	Male	Female
1972	0.41	0.42	1.61	1.46	2.47	2.34
1973	0.40	0.40	1.55	1.50	2.42	2.42
1974	0.41	0.40	1.53	1.48	2.29	2.22
1975	0.39	0.40	1.59	1.46	2.17	2.19
1976	0.40	0.39	1.52	1.38	2.25	2.11
1977	0.41	0.38	1.47	1.38	2.24	2.19
1978	0.40	0.39	1.55	1.32	2.23	2.16
1979	0.41	0.39	1.54	1.37	2.19	2.15
1980	0.40	0.37	1.48	1.30	2.11	2.02
1981	0.40	0.37	1.41	1.26	2.01	1.92
1982	0.43	0.41	1.53	1.28	2.10	2.08
1983	0.44	0.40	1.49	1.30	2.18	2.00
1984	0.44	0.41	1.39	1.25	2.13	2.01
1985	0.43	0.41	1.39	1.26	2.78	2.69
1986	0.43	0.40	1.35	1.24	2.68	2.65
1987*	0.44	0.42	1.38	1.24	2.59	2.65
1988*	0.48	0.44	1.51	1.37	3.20	3.31
1989*	0.48	0.44	1.49	1.34	3.09	3.10
1990*	0.44	0.42	1.31	1.34	2.71	2.71
1991*	0.43	0.43	1.37	1.42	2.75	2.71

* Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A37.—Data for Figure 8: Status dropout rate, ages 16–24, by age group: October 1972 through October 1991

Year	Age group			
	16	17	18 and 19	20 through 24
1972	6.5	11.8	14.7	17.3
1973	6.9	11.5	16.0	15.6
1974	6.4	12.4	16.6	15.5
1975	5.8	11.5	16.0	15.4
1976	6.7	10.3	16.6	15.6
1977	6.4	11.0	16.6	15.4
1978	5.8	11.8	16.7	15.5
1979	6.0	11.4	16.8	16.1
1980	6.3	11.3	15.7	15.5
1981	5.6	10.0	16.0	15.5
1982	5.3	9.2	16.7	15.2
1983	4.1	9.5	14.5	15.8
1984	4.8	8.7	15.2	14.6
1985	4.7	9.3	14.3	14.0
1986	4.6	7.8	12.3	14.5
1987*	4.3	9.0	13.3	14.9
1988*	5.3	8.1	14.6	14.6
1989*	3.9	7.8	14.0	14.6
1990*	4.3	8.4	14.2	13.4
1991*	3.5	8.6	13.3	14.5

* Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A38.—Standard errors for Figure 8: Status dropout rate, ages 16–24, by age group: October 1972 through October 1991

Year	Age group			
	16	17	18 and 19	20 through 24
1972	0.42	0.43	1.64	1.49
1973	0.41	0.41	1.58	1.53
1974	0.42	0.41	1.56	1.50
1975	0.39	0.41	1.62	1.49
1976	0.41	0.39	1.55	1.40
1977	0.43	0.39	1.52	1.42
1978	0.41	0.40	1.60	1.36
1979	0.43	0.40	1.59	1.41
1980	0.41	0.38	1.53	1.34
1981	0.41	0.38	1.46	1.29
1982	0.43	0.41	1.55	1.30
1983	0.44	0.40	1.52	1.32
1984	0.44	0.41	1.41	1.27
1985	0.43	0.41	1.41	1.28
1986	0.43	0.40	1.37	1.26
1987*	0.41	0.39	1.29	1.15
1988*	0.48	0.44	1.53	1.38
1989*	0.48	0.44	1.51	1.36
1990*	0.42	0.41	1.25	1.29
1991*	0.42	0.42	1.32	1.37

* Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A39.—Data for Figure 9: Status dropout rate, ages 16–24, by income¹ and race-ethnicity: October 1972 through October 1991

Year	Race-ethnicity		
	White, non-Hispanic	Black, non-Hispanic	Hispanic
	Low income level		
1972	24.5	28.7	52.2
1973	25.1	31.0	48.1
1974 ²	—	—	—
1975	24.1	35.2	51.6
1976	24.0	32.1	52.1
1977	25.3	31.3	47.1
1978	25.4	30.2	52.2
1979	24.6	30.6	44.5
1980	24.1	28.0	48.4
1981	23.5	26.6	48.2
1982	26.5	26.1	46.9
1983	25.0	23.8	46.0
1984	23.9	23.3	48.0
1985	26.2	25.6	43.8
1986	23.1	23.8	45.1
1987 ³	22.9	23.9	43.1
1988 ³	23.2	25.8	53.6
1989 ³	20.4	23.7	45.8
1990 ³	20.4	22.6	48.0
1991 ³	22.0	22.8	47.9

See footnotes at end of table.

Table A39.—Data for Figure 9: Status dropout rate, ages 16–24, by income¹ and race–ethnicity: October 1972 through October 1991—(continued)

Year	Race–ethnicity		
	White, non-Hispanic	Black, non-Hispanic	Hispanic
	Middle income level		
1972	13.7	19.2	31.5
1973	13.2	19.9	30.5
1974 ²	—	—	—
1975	12.6	18.9	26.3
1976	13.5	16.4	27.7
1977	13.5	15.0	30.9
1978	13.0	16.9	29.6
1979	13.0	18.1	33.5
1980	12.2	15.4	33.9
1981	12.2	15.4	31.8
1982	12.2	15.6	30.1
1983	12.1	16.3	29.3
1984	12.0	12.4	26.3
1985	10.5	10.9	23.2
1986	10.0	9.7	25.2
1987 ³	11.3	10.4	24.5
1988 ³	10.0	9.6	31.2
1989 ³	9.9	10.0	30.9
1990 ³	9.5	10.2	29.0
1991 ³	9.1	9.7	31.6

See footnotes at end of table.

Table A39.—Data for Figure 9: Status dropout rate, ages 16–24, by income¹ and race–ethnicity: October 1972 through October 1991—(continued)

Year	Race–ethnicity		
	White, non-Hispanic	Black, non-Hispanic	Hispanic
	High income level		
1972	4.1	14.3	10.0
1973	3.3	12.9	20.3
1974 ²	—	—	—
1975	4.2	6.8	12.3
1976	4.0	5.9	9.7
1977	3.7	8.2	15.2
1978	4.6	9.9	14.3
1979	4.9	7.9	10.8
1980	4.8	8.9	15.1
1981	4.7	5.4	12.5
1982	3.7	5.0	8.3
1983	3.3	5.5	14.4
1984	3.0	4.1	8.1
1985	3.2	3.3	9.8
1986	2.8	5.8	9.8
1987 ³	3.1	5.0	7.3
1988 ³	2.7	3.1	6.3
1989 ³	2.9	4.6	7.2
1990 ³	2.2	1.5	14.1
1991 ³	2.3	2.4	11.4

¹ Low income level is defined as the bottom 20 percent of all family incomes for the relevant year; middle income level is between 20 and 80 percent of all family incomes; and high income level is the top 20 percent of all family incomes.

² Data on family income not available for this year.

³ Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A40.—Standard errors for Figure 9: Status dropout rate, ages 16–24, by income¹ and race–ethnicity: October 1972 through October 1991

Year	Race–ethnicity		
	White, non-Hispanic	Black, non-Hispanic	Hispanic
	Low income level		
1972	1.18	2.29	3.77
1973	1.22	2.31	3.87
1974 ²	—	—	—
1975	1.14	2.20	3.88
1976	1.10	2.08	3.43
1977	1.17	2.06	3.47
1978	1.15	2.09	3.47
1979	1.10	2.06	3.33
1980	1.09	1.93	3.16
1981	1.08	1.82	3.18
1982	1.18	1.93	3.36
1983	1.15	1.85	3.25
1984	1.12	1.84	3.10
1985	1.16	1.96	4.07
1986	1.13	1.91	3.67
1987 ³	1.04	1.79	3.43
1988 ³	1.27	2.17	4.46
1989 ³	1.19	2.15	4.32
1990 ³	1.15	2.08	4.05
1991 ³	1.21	1.96	4.05

See footnotes at end of table.

Table A40.—Standard errors for Figure 9: Status dropout rate, ages 16–24, by income¹ and race-ethnicity: October 1972 through October 1991—(continued)

Year	Race-ethnicity		
	White, non-Hispanic	Black, non-Hispanic	Hispanic
	Middle income level		
1972	0.39	1.31	2.00
1973	0.38	1.31	2.01
1974 ²	—	—	—
1975	0.37	1.27	1.83
1976	0.38	1.22	1.84
1977	0.38	1.16	1.88
1978	0.37	1.21	1.80
1979	0.37	1.24	1.87
1980	0.37	1.16	1.80
1981	0.36	1.16	1.68
1982	0.40	1.22	1.77
1983	0.40	1.26	1.80
1984	0.40	1.13	1.80
1985	0.39	1.06	2.33
1986	0.39	1.01	2.29
1987 ³	0.38	0.97	2.04
1988 ³	0.43	1.13	2.78
1989 ³	0.44	1.13	2.73
1990 ³	0.40	1.09	2.31
1991 ³	0.40	1.11	2.38

See footnotes at end of table.

Table A40.—Standard errors for Figure 9: Status dropout rate, ages 16–24, by family income¹ and race–ethnicity: October 1972 through October 1991—(continued)

Year	Race–ethnicity		
	White, non-Hispanic	Black, non-Hispanic	Hispanic
	High income level		
1972	0.34	2.97	3.66
1973	0.30	2.75	5.02
1974 ²	—	—	—
1975	0.66	2.27	3.01
1976	0.32	1.99	2.93
1977	0.31	2.48	3.71
1978	0.34	2.41	3.92
1979	0.35	2.31	3.17
1980	0.34	2.59	3.23
1981	0.34	1.89	2.95
1982	0.32	2.01	2.78
1983	0.30	1.98	3.32
1984	0.30	1.77	2.49
1985	0.31	1.61	4.02
1986	0.30	2.15	4.28
1987 ³	0.29	1.71	3.45
1988 ³	0.32	1.59	4.23
1989 ³	0.34	1.99	3.96
1990 ³	0.30	1.09	4.47
1991 ³	0.31	1.36	4.09

¹ Low income level is defined as the bottom 20 percent of all family incomes for the relevant year; middle income level is between 20 and 80 percent of all family incomes; and high income level is the top 20 percent of all family incomes.

² Data on family income not available for this year.

³ Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A41.—Data for Figure C and Figure 10: High school completion rates for persons of selected ages, by age group: October 1972 through October 1991

Year	21- and 22-year-olds	29- and 30-year-olds
1972	82.2	77.8
1973	83.0	80.2
1974	84.5	80.6
1975	83.6	80.4
1976	84.1	81.8
1977	82.9	83.1
1978	83.2	86.1
1979	83.5	85.5
1980	84.5	86.5
1981	83.8	87.1
1982	83.4	87.4
1983	83.6	87.0
1984	84.6	87.3
1985	84.8	85.8
1986	84.4	86.4
1987*	84.1	86.7
1988*	84.2	87.3
1989*	85.2	86.2
1990*	86.1	85.5
1991*	85.7	85.9

* Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A42.—Standard errors for Figure C and Figure 10: High school completion rates for persons of selected ages, by age group: October 1972 through October 1991

Year	21- and 22-year-olds	29- and 30-year-olds
1972	0.66	0.80
1973	0.65	0.76
1974	0.61	0.76
1975	0.62	0.75
1976	0.60	0.68
1977	0.63	0.65
1978	0.61	0.61
1979	0.61	0.61
1980	0.59	0.58
1981	0.59	0.57
1982	0.63	0.59
1983	0.63	0.58
1984	0.62	0.56
1985	0.62	0.59
1986	0.64	0.58
1987*	0.61	0.51
1988*	0.73	0.60
1989*	0.72	0.62
1990*	0.66	0.60
1991*	0.65	0.59

* Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A43.—Data for Figure D and Figure 11: High school completion rates for all 21- and 22-year-olds, by race-ethnicity: October 1972 through October 1991

Year	Race-ethnicity		
	White, non-Hispanic	Black, non-Hispanic	Hispanic
1972	85.4	74.2	55.0
1973	86.9	69.5	57.1
1974	87.7	74.5	62.1
1975	87.0	69.5	65.0
1976	86.9	75.9	56.4
1977	86.7	71.3	53.9
1978	86.7	72.3	58.1
1979	87.3	71.6	58.6
1980	88.1	76.3	57.8
1981	87.3	76.1	58.8
1982	86.6	77.6	59.6
1983	86.9	78.1	59.2
1984	87.7	79.8	64.3
1985	87.1	82.2	66.4
1986	88.0	81.3	60.9
1987*	87.2	78.5	66.5
1988*	89.5	80.6	53.2
1989*	89.9	81.0	59.7
1990*	90.5	83.3	61.1
1991*	90.2	81.2	61.1

* Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A44.—Standard errors for Figure D and Figure 11: High school completion rates for all 21- and 22-year-olds, by race-ethnicity: October 1972 through October 1991

Year	Race-ethnicity		
	White, non-Hispanic	Black, non-Hispanic	Hispanic
1972	0.68	2.52	3.81
1973	0.66	2.62	3.73
1974	0.62	2.47	3.63
1975	0.62	2.60	3.58
1976	0.62	2.40	3.78
1977	0.64	2.50	3.70
1978	0.62	2.42	3.48
1979	0.61	2.48	3.37
1980	0.60	2.27	3.36
1981	0.61	2.24	3.18
1982	0.65	2.23	3.37
1983	0.65	2.25	3.42
1984	0.64	2.27	3.23
1985	0.66	2.13	4.30
1986	0.67	2.23	4.09
1987*	0.65	2.23	3.77
1988*	0.73	2.52	4.84
1989*	0.72	2.58	4.76
1990*	0.66	2.28	4.14
1991*	0.65	2.21	4.20

* Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A45.—Data for Figure 12: High school completion rates for all 29- and 30-year-olds, by race-ethnicity: October 1972 through October 1991

Year	Race-ethnicity ¹		
	White, non-Hispanic	Black, non-Hispanic	Hispanic
1972	81.8	62.5	48.1
1973	83.3	67.5	45.1
1974	84.1	65.9	50.9
1975	84.5	62.9	53.1
1976	85.6	68.2	48.6
1977	87.0	71.5	51.0
1978	89.2	78.5	56.9
1979	89.7	75.1	51.4
1980	90.1	79.4	58.3
1981	90.8	81.5	54.8
1982	90.7	80.4	60.1
1983	90.7	81.3	57.4
1984	90.6	80.4	60.4
1985	89.4	79.5	61.6
1986	89.8	81.7	62.6
1987 ²	90.4	83.4	60.9
1988 ²	90.3	84.4	65.1
1989 ²	90.8	82.2	55.1
1990 ²	91.0	80.3	58.6
1991 ²	89.8	83.5	56.3

¹ Not shown separately are non-Hispanics who are neither black nor white, not who are included in the total.

² Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

Table A46.—Standard errors for Figure 12: High school completion rates for all 29- and 30-year-olds, by race-ethnicity: October 1972 through October 1991

Year	Race-ethnicity ¹		
	White, non-Hispanic	Black, non-Hispanic	Hispanic
1972	0.82	3.29	4.37
1973	0.77	3.40	4.75
1974	0.77	3.31	4.60
1975	0.75	3.31	4.16
1976	0.68	2.97	4.06
1977	0.65	2.70	3.89
1978	0.61	2.57	3.74
1979	0.59	2.52	3.63
1980	0.57	2.43	3.41
1981	0.55	2.26	3.28
1982	0.58	2.48	3.54
1983	0.57	2.35	3.36
1984	0.56	2.36	3.33
1985	0.60	2.33	4.28
1986	0.59	2.11	4.33
1987 ²	0.51	1.81	3.82
1988 ²	0.62	2.18	4.73
1989 ²	0.60	2.22	4.73
1990 ²	0.56	2.23	4.25
1991 ²	0.59	2.13	4.24

¹ Not shown separately are non-Hispanics who are neither black nor white, not who are included in the total.

² Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

APPENDIX B
Technical Notes

Definition of Who is a Dropout

One of the concerns being addressed in the new data collections on dropouts is the development and implementation of a nationally consistent definition of a dropout. Currently, there is considerable variation across local, state and Federal data collections on such issues as:

- Whether those below the legal school-leaving age are identified as dropouts;
- Whether students entering the military or correctional institutions are considered dropouts;
- Whether those in GED programs or with an equivalency certificate are considered dropouts;
- Whether those not graduating with their class (but never leaving school) are considered dropouts; and
- Whether those leaving high school early to enter college are considered dropouts.

There are variations in the dropout definitions embedded in the existing data sources—CPS, HS&B, and NELS:88; in addition the age or grade span examined and the type of dropout rate—status, event, or cohort—varies across the data sources. Furthermore, as outlined below, there have been changes in CPS procedures in 1986 and 1988. While the new collection through the NCES Common Core of Data (CCD) is designed to be consistent with the current CPS procedures, the CCD will include all dropouts in grades 7 to 12 versus 10 to 12 and will be based on administrative records rather than a household survey. Thus, there will be some discontinuities in dropout reporting as the new and more consistent data become available.

Definitions of Event, Status and Cohort Dropout Rates

Table B1 displays the full array of the components of a dropout data system. A somewhat more formal presentation of these components provides a basis for exploring the mathematical interrelationships of the three types of rates.

Table B1.—Components of a dropout data system

Age	Level					Completer	Dropout
	Less than 10	10	11	12			
Less than 15	Eed	Eed	Eed	Eed		C	D
15	Eed	Eed	Eed	Eed		C	D
16						
17	.						
18	.						
19	.						
20	.						
21	.						
22	.						
23	.						
24	Eed	Eed	Eed	Eed		C	D

Where E = continuing enrollment,
 e = re-entrant,
 d = new dropouts,
 D = continuing dropouts, and
 C = completers,
 And where age = 5, 6, . . . , 24 and
 grade = K, 1, . . . , 12, completer.

The grade-specific event dropout rates are computed by summing the new dropouts down each column—10, 11, and 12;

$$\text{Grade-specific event rate} = \frac{\sum_{i=15}^{24} d_{ij}}{\sum_{i=15}^{24} d_{ij} + \sum_{i=15}^{24} E_{ij}}$$

where j = 10, 11, or 12.

The age-specific event dropout rates are computed by summing the new dropouts across each row;

$$\text{Age-specific event rate} = \frac{\sum_{j=10}^{12} d_{ij}}{\sum_{j=10}^{12} d_{ij} + \sum_{j=10}^{12} E_{ij}}$$

where i = 15, 16, . . . , or 24.

The aggregate event dropout rate is computed as the grand sum of the new dropouts over the columns and rows;

$$\text{Event dropout rate} = \frac{\sum_{i=15}^{24} \sum_{j=10}^{12} d_{ij}}{\sum_{i=15}^{24} \sum_{j=10}^{12} d_{ij} + \sum_{i=15}^{24} \sum_{j=10}^{12} E_{ij}}$$

The age-specific status rates are computed across each row;

$$\text{Age-specific status rate} = \frac{D_i + \sum_{j=K}^{12} d_{ij} - \sum_{j=K}^{12} e_{ij}}{C_i + D_i + \sum_{j=K}^{12} d_{ij} - \sum_{j=K}^{12} e_{ij}}$$

where $i = 16, 17, \dots, \text{ or } 24$.

The status dropout rate is computed as a grand total aggregated across the rows and columns for each of the relevant components;

$$\text{Status dropout rate} = \frac{\sum_{i=16}^{24} D_i + \sum_{i=16}^{24} \sum_{j=K}^{12} d_{ij} - \sum_{i=16}^{24} \sum_{j=K}^{12} e_{ij}}{\sum_{i=16}^{24} C_i + \sum_{i=16}^{24} D_i + \sum_{i=16}^{24} \sum_{j=K}^{12} d_{ij} - \sum_{i=16}^{24} \sum_{j=K}^{12} e_{ij}}$$

Cohort rates are derived from selecting the correct components from a series of tables like the one displayed in B1, where each successive table represents a new years data— $t, t+1, t+2, \dots$. For example, an age-specific cohort rate for 15-year-olds in year t would be based on dropout experiences of 15-year-olds in year t , 16-year-olds in year $t+1$, 17-year-olds in year $t+2$, and so forth, and assuming an annual collection, the re-entry experiences of this 15-year-old cohort at age 16 in year $t+1$, at age 17 in year $t+2$, at age 18 in year $t+3$, and so forth.

$$\text{Age cohort rate} = \frac{D_{15}^t + \left(\sum_{j=10}^{12} d_{ij}^t + \sum_{j=10}^{12} e_{(i+1)j}^{t+1} \right)}{D_{15}^t + \sum_{j=10}^{12} E_{15j}^t}$$

The grade based cohort dropout rate for 10th graders aggregates across dropouts of all ages from grade 10 in year t , dropouts of all ages from the 10th-grade cohort from grade 11 in year $t+1$, and dropouts of all ages from the 10th-grade cohort from grade 12 in year $t+2$ less re-entrants from the dropouts in each of these grades to the grade at the point the student dropped out.

Defining and calculating event dropout rates using CPS

The October Supplement to the Current Population Survey (CPS) is the only current national data source that can be used to estimate an annual national dropout rate (event) or the number of dropouts nationally regardless of when they dropped out (status). CPS is a nationally representative sample survey of all households. The survey is conducted in approximately 60,000 dwelling units in 729 primary sampling units. Dwelling units are in-sample for four successive monthly interviews, out-of-sample for the next 8 months, and then returned to the sample for the following four months. An adult member of each household serves as the informant for that household. Data for each member of the household are supplied by the informant. In addition, supplementary questions regarding school enrollment are asked about eligible household members 3 years old and over. Some interviews are conducted by telephone.

The sampling frame is a complete list of dwelling-unit addresses at the Census updated by demolitions and new construction and field listings. The population surveyed excludes members of the Armed Forces, inmates of correctional institutions, and patients in long-term medical or custodial facilities; it is referred to as the civilian, non-institutionalized population. Typically, about four percent of dwelling units are not interviewed, because occupants are not at home after repeated callbacks, or for some other reason.

The October Supplement obtains information about school enrollment and educational attainment for each member of a household. To identify dropout events, it also asks about enrollment one year prior to the interview. From CPS it is possible to obtain the number and proportion of dropouts, defined either as an event or a status, and some information about the characteristics of dropouts. A variety of questionnaire items are used in calculating these dropout rates, including:

- Is ... attending or enrolled in regular school?
- What grade or year is ... attending?
- Was ... attending or enrolled in a regular school or college in October, 199-, that is of October of last year?
- What grade or year was ... attending last year?
- What is the highest grade or year ... has attended?
- Did ... complete that grade?

Based on the responses of the household informant to these items, event dropouts are defined as those 15- through 24-year-olds not currently enrolled in school, who were enrolled a year ago and are not high school graduates. To calculate an event rate using CPS, the number of dropouts is divided by an estimate (obtained this October) of the number of students enrolled the previous October. This estimate is the sum of those

students who completed the previous grade last year and are enrolled in high school or below this October or completed high school plus those students who were enrolled last year, are not currently enrolled in school, but did not complete high school. The dropout interval is defined to include the previous summer and the current school year. That is, once a grade is completed, the student is then at-risk of dropping out of the next grade. What is not captured in the CPS rate is students who drop out and return to school within the 12-month period and students who enrolled after the first week of October the previous year. The definition being field tested in the Common Core of Data (CCD) by NCES includes all students enrolled at any time during the previous school year.

The November 1989 CPS supplement contained items pertaining to nativity and language usage of household members. An item on school enrollment is asked every month. Therefore, status dropout rates (the proportion of an age group out of school and not completed high school) can be calculated every month, including November. (Event dropout rates, which represent the proportion of students who have dropped out over a 12-month period, can only be calculated in October.)

The limitations of CPS as a data source on dropouts stem from the size of the sample and the survey's broad scope. Because CPS collects no information on school characteristics and experiences, its uses in addressing dropout issues are primarily for providing some insights into who drops out and estimating national dropout rates. It is also the only source of time series data on dropout rates. Data are available since 1967 to calculate event rates and earlier for status rates.

In previous years, CPS asked the question on enrollment the previous October about individuals 14 years old and older. As of October 1989, CPS asks this question only about individuals 15 years old and older. This report focuses on event dropout rates for secondary school students 15 through 24 years of age who dropped out of grades 10 to 12. Included in the grade 10 to 12 event rate are students in the 15- through 24- year-old age range who completed the 9th grade the previous year, but did not return in the fall to begin the 10th grade. The status dropout rates in this report include all persons 16 through 24 years old who have not completed high school and are not currently enrolled in school.

Beginning with 1986, to improve the quality of the data the Bureau of the Census has instituted new editing procedures for cases with missing data on school enrollment items. The effect of the editing changes for 1986, a bridge year in which the data were edited using both the old and new procedures, was to increase the number of students enrolled in school and decrease the number of students enrolled last year but not enrolled in the current year. The new editing procedures lowered the 1986 event rate for grades 10-12, ages 14 through 24, by about 0.4 percent, from 4.69 to 4.28 percent. While a difference of 0.4 percent is large relative to the observed year-to-year changes in the event rate, it is not statistically significant. The changes in the editing procedures made less difference in the status dropout rates for 16- through 24-year-olds—12.2 percent based on the old procedures and 12.1 percent based on the new.

Definition of family income in CPS

Family income is derived from a single question asked of the household respondent. Income includes money income from all sources including jobs, business, interest, rent, social security payments, etc. The income of nonrelatives living in the household is excluded, but the income of all family members 14 years old and over, including those temporarily living away, is included. Family income refers to receipts over a 12-month period.

Income for families from which no income information was obtained (about 5 percent of families) was imputed. A sequential hotdeck procedure was used. A total of 200 imputation classes were created—5 levels of the age of head of household by 5 levels of the education of the head of household by 2 levels for the employment status of the head of household, and 4 levels of the number of workers in the household. To minimize the multiple use of a single donor, up to 5 donors were placed in each imputation class. A donor was selected at random from these when a family with missing income information was encountered. In a few instances (about 10 of 50,000 families in each year) an imputation class had no donors but a family from the class with missing income information was encountered. In these cases a donor was selected by collapsing similar classes until a nonempty imputation class was created.

To facilitate comparisons over time, the categorical family income information was transformed into a continuous family income variable. The transformation was accomplished by randomly assigning for each family an income value from the income interval to which their income belonged. For intervals below the median a rectangular probability density function was used; for those above the median a Pareto probability density function was used. The methodology has a feature that if the continuous family income variable were transformed back to a categorical family income variable, the value for each family would be identical to the original data. Based on the continuous family income variable, a family income percentile variable is calculated for each person in the survey which represents that person's position in the family income distribution. For example, if 25 percent of all persons have a lower value of family income (and 75 percent have a higher value), then the person's family income percentile variable has a value of 25. The methodology gives all persons in the same household the same value of both the categorical and continuous versions of family income. There are several issues that affect the interpretation of dropout rates by family income using the CPS. First, it is possible that the family income of the student at the time they dropped out was somewhat different than their current family income. (The problem is potentially greatest with status dropouts who could have dropped out several years ago.)

Furthermore, family income is from a single question asked of the household respondent in the October CPS. In some cases, there are persons 15 through 24 years old living in the household that are unrelated to the household respondent, yet whose family income is defined as the income of the family of the household respondent. Therefore, the current household income of the respondent may not accurately reflect that person's family background. In particular, in 1991 some of the dropouts in the 15 through 24 year age range were not still living in a family unit with a parent present. However, an analysis of 1991 status dropout rates by family income, race-ethnicity, and family status (presence of parent in the household) indicates that the bias introduced by persons not living in their parent's household is small (table B2). For example, while only 62 percent of 16- through 24-year olds lived with a least one parent, the status dropout rates for black and white persons were similar with or without the parent present. For example, 20.6 percent of low income blacks without a parent present were dropouts compared with 21.3 percent in their parent's household. In addition, the relationship between dropout rates and income held within each racial category regardless of whether the person was living in a household with their parent. That is, blacks and whites within income levels dropped out at similar levels—with or without the parent present. (However, this was not true of Hispanics. Hispanics in upper income levels and not residing with either parent were more likely to be status dropouts.)

Table B2—Percentage of status dropouts by household type by race-ethnicity and income: October 1992

	Total	Parent not present	Parent present
Total	100.0	38.0	62.0
White, non-Hispanic	100.0	37.1	62.9
Low income	19.9	20.5	18.1
Middle income	7.9	10.0	6.6
High income	2.1	7.7	1.6
Black, non-Hispanic	100.0	33.9	66.1
Low income	21.0	20.6	21.3
Middle income	7.6	9.1	7.1
High income	3.0	4.1	2.7
Hispanic	100.0	48.7	51.3
Low income	45.8	59.6	26.2
Middle income	28.4	46.0	15.4
High income	12.8	28.4	8.3

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1991, unpublished data.

Defining and calculating status dropout rates using the 1990 Decennial Census

The 1990 Decennial Census data used in computing status dropout rates for states, counties, and large cities are from a special tabulation of the Census sample detail file. That file includes data on current high school enrollment and high school graduation status for persons ages 16 through 19. Those data were used in conjunction with Census single year of age population data. By definition, the status dropout rate for 16- through 19-year-olds is computed as the percent of all 16- through 19-year-olds who are not currently enrolled in high school and have not graduated from high school.

The Census data collection procedures count each person at their current location. As a result, 16- through 19-year-olds who graduated from high school and moved to another location for college or work are counted at their new location. This has the potential for decreasing the dropout rate in areas with universities, colleges, or employment opportunities (because of the influx of 16- through 19-year-olds), and potentially increasing the dropout rate in areas that graduates leave.

To the extent that the dropout rate for a geographic unit is viewed as an outcome of students' progress through that location's educational system, it is essential that the population base for the rate is representative of the size of the population that is at risk of dropping out in that area.

The population ages 14 through 17 in each geographic area can be used in the denominator to better capture the size of the population at risk of dropping out of school in

that area. This population, ratio adjusted to the size of the national 16- through 19-year-old population, can be used to estimate the 16- through 19-year-old population to avoid distortion of the dropout rates by post-graduate movements. For example, Arizona State University is in Tempe, Arizona; when the 16- through 19-year-olds in Tempe who have not graduated from high school and are not enrolled in school are expressed as a percent of the actual number of 16- through 19-year-olds in Tempe, the high school dropout rate is 5.8 percent. When the ratio adjusted 14- through 17-year-old population is used to estimate the 16- through 19-year-old population that was at risk of dropping out of school in Tempe, the dropout rate increases to 9.5 percent.

Defining and calculating event dropout rates using NELS:88

The NELS:88 baseline comprised a national probability sample of all regular public and private 8th-grade schools in the 50 states and District of Columbia in the 1987-88 school year. Excluded from the NELS:88 sample were Bureau of Indian Affairs schools, special education schools for the handicapped, area vocational schools that do not enroll students directly, and schools for dependents of U.S. personnel overseas; such school-level exclusions have a quite small impact on national estimates. As reported earlier, data on the education outcomes of a representative sample of the base-year ineligible students were added to comparable data from the base-year respondents for the computation of nationally representative cohort dropout rates. Thus the cohort dropout rates in this report reflect the full student population of 8th-grade schools in the United States in the spring of 1988 as represented through the 1,052 participating schools in the NELS:88 Base Year. Missing from the cohort rate for grades 8 to 10 is anyone who had dropped out prior to the spring of their eighth-grade year. Thus, the overall cohort rate reported here may be lower than it would have been if a younger cohort were used. This may be particularly important for Hispanics, given that CPS data show that Hispanic dropouts tend to have completed less schooling than other dropouts. The cohort rates also reflect the school enrollment status of both eligible and ineligible nonparticipants and participants, to the extent that this information could be obtained.

The following definition of a dropout was employed in NELS:88:

1. an individual who, according to the school (if the sample member could not be located), or according to the school and home, is not attending school (= has not been in school for 4 consecutive weeks or more and is not absent due to accident or illness); or
2. a student who has been in school less than 2 weeks after a period in which he or she was classified as a dropout.

Thus, a student who was temporary dropout (stopout) who was found by the study to be out of school for 4 consecutive school weeks or more and had returned to school (that is, had been back in school for a period of at least 2 weeks at the time of survey administration in the spring of 1990) would not be classified as a dropout for purposes of the cohort dropout rates reported here.

The basic NELS:88 procedure for identification of a dropout was to confirm school-reported dropout status with the student's household. For the current, preliminary table, information on dropout status was obtained first from the school and then confirmed with the household for 96.4 percent of the dropouts. Thus only 3.6 percent of the dropouts were identified by only school-reported information.

Accuracy of Estimates

The estimates in this report are derived from samples and are subject to two broad classes of error — sampling and nonsampling error. Sampling errors occur because the data are collected from a sample of a population rather than from the entire population. Estimates based on a sample will differ somewhat from the values that would have been obtained from a universe survey using the same instruments, instructions, and procedures. Nonsampling errors come from a variety of sources and affect all types of surveys, universe as well as sample surveys. Examples of sources of nonsampling error include design, reporting, and processing errors and errors due to nonresponse. The effects of nonsampling errors are more difficult to evaluate than those that result from sampling variability. As much as possible, procedures are built into surveys in order to minimize nonsampling errors.

The standard error is a measure of the variability due to sampling when estimating a parameter. It indicates how much variance there is in the population of possible estimates of a parameter for a given sample size. Standard errors can be used as a measure of the precision expected from a particular sample. The probability that a complete census would differ from the sample by less than the standard error is about 68 out of 100. The chances that the difference would be less than 1.65 times the standard error are about 90 out of 100; that the difference would be less than 1.96 the standard error, about 95 out of 100.

Standard errors for rates and number of persons based on CPS data were calculated using the following formulas:

Dropout rate:

$$\text{s.e.} = \sqrt{(b/N)(p)(100-p)},$$

- where p = the percentage ($0 < p < 100$),
 N = the population on which the percentage is based, and
 b = the parameter associated with the characteristic;
 b is equal to 2,532 for the total or white population; 3,425 for the black population; and 5772 for the Hispanic population ages 14 through 34 years old.

Number of persons

$$\text{s.e.} = \sqrt{(bx)(1 - x/T)},$$

- where x = the number of persons (i.e., dropouts),
 T = population in the category (i.e., blacks 16 through 24), and
 b = as above.

Standard errors for many of the estimates in the tables appear in appendix A.

In October of 1991, the Bureau of the Census released new b parameters for 1988 and 1990. (Recently new parameters also have been released for the 1991 data.) With the release of the new parameters, the Census Bureau also made adjustments to the parameters for earlier years. Therefore, for some years, the standard errors presented in the appendix tables here are different than the standard errors presented in earlier reports.

Methodology and Statistical Procedures

The comparisons in the text have all been tested for statistical significance to ensure that the differences are larger than those that might be expected due to sampling variation. Two types of comparisons have been made in the text.

Differences in two estimated percentages. The Student's t statistic can be used to test the likelihood that the differences between two percentages are larger than would be expected by sampling error.

$$t = \frac{P_1 - P_2}{\sqrt{se_1^2 + se_2^2}}$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors.

As the number of comparisons on the same set of data increases, the likelihood that the t value for at least one of the comparisons will exceed 1.96 simply due to sampling error increases. For a single comparison, there is a 5 percent chance that the t value will exceed 1.96 due to sampling error. For five tests, the risk of getting at least one t value that high increases to 23 percent and for 20 comparisons, 64 percent.

One way to compensate for this danger when making multiple comparisons is to adjust the alpha level to take into account the number of comparisons being made. For example, rather than establishing an alpha level of 0.05 for a single comparison, the alpha level is set to ensure that the likelihood is less than 0.05 that the t value for any of the comparisons exceeds the critical value by chance alone when there are truly no differences for any of the comparisons. This Bonferroni adjustment is calculated by taking the desired alpha level and dividing by the number of possible comparisons, based on the variable(s) being compared. The t value corresponding to the revised, lower alpha level must be exceeded in order for any of the comparisons to be considered significant. For example, to test for differences in dropout rates between whites, blacks, and Hispanics, the following steps would be involved:

- Establish the number of comparisons — in this case three (whites and blacks; whites and Hispanics; and blacks and Hispanics). The number of two-way comparisons that can be made equals $[(n)(n-1)]/2$, where n is the number of variable categories. Thus, with three categories the number of possible comparisons is $[(3)(2)]/2 = 3$.
- Divide the desired alpha level, 0.05, by the number of comparisons (e.g. three) to obtain the new alpha level ($0.05/3 = 0.0166$).

- Consult a table of t statistics (or the standard normal table for z values if the N is large) to find the t value that corresponds to that alpha ($t = 2.39$ for $\alpha = 0.0166$).

All comparisons in this report were tested using the Bonferroni adjustment for the t tests. Where categories of two variables were involved, the number of comparisons used to make the Bonferroni adjustment was based on the relationship(s) being tested.

Trends. Regression analysis was used to test for trends across age groups and over time. Regression analysis assesses the degree to which one variable (the dependent variable) is related to a set of other variables (the independent variables). The estimation procedure most commonly used in regression analysis is ordinary least squares (OLS).

The analyses in this report were conducted on the event rates and the status rates. The event rate and status rate estimates were used as dependent measures in the analysis with a variable representing time and a dummy variable controlling for changes in the editing procedure (0 = years 1968 to 1986, 1 = 1987 to 1991) used as independent variables. However, in these data some of the observations were less reliable than others (i.e., some year's standard errors were larger than other year's). In such cases OLS estimation procedures do not apply and it is necessary to modify the regression procedures to obtain unbiased regression parameters. The modification that is usually recommended transforms the observations to variables which satisfy the usual assumptions of ordinary least squares regression and then applies the usual OLS analysis to these variables.

This was done in this analysis using the data manipulation and regression capability of LOTUS 1-2-3. Each of the variables in the analysis were transformed by dividing each by the standard error of the relevant year's rate (event or status). The new dependent variable was then regressed on the new time variable and new editing-change dummy variable. All statements about trends in this report are statistically significant at the 0.05 level.

APPENDIX C

Status Dropout Rates: 1990 Census Data

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990**

State and county	Rate	State and county	Rate
Alabama	12.6	Pike County, AL	14.2
Autauga County, AL	11.4	Randolph County, AL	13.8
Baldwin County, AL	13.2	Russell County, AL	14.8
Barbour County, AL	11.9	St. Clair County, AL	16.8
Bibb County, AL	18.7	Shelby County, AL	9.7
Blount County, AL	15.6	Sumter County, AL	11.9
Bullock County, AL	8.8	Talladega County, AL	14.5
Butler County, AL	12.5	Tallapoosa County, AL	14.3
Calhoun County, AL	12.9	Tuscaloosa County, AL	11.5
Chambers County, AL	16.4	Walker County, AL	17.4
Cherokee County, AL	24.6	Washington County, AL	6.2
Chilton County, AL	13.7	Wilcox County, AL	9.5
Choctaw County, AL	8.6	Winston County, AL	22.1
Clarke County, AL	12.2		
Clay County, AL	19.8	Alaska	9.6
Cleburne County, AL	20.0	Aleutians East Borough, AK	21.7
Coffee County, AL	7.9	Aleutians West Census Area, AK	8.4
Colbert County, AL	12.1	Anchorage Borough, AK	9.4
Conecuh County, AL	13.9	Bethel Census Area, AK	9.9
Coosa County, AL	17.5	Bristol Bay Borough, AK	2.8
Covington County, AL	12.2	Dillingham Census Area, AK	5.3
Crenshaw County, AL	9.1	Fairbanks North Star Borough, AK	10.1
Cullman County, AL	16.1	Juneau Borough, AK	13.6
Dale County, AL	11.4	Kenai Pen. Borough, AK	10.0
Dallas County, AL	7.1	Ketchikan Gateway, AK	12.6
DeKalb County, AL	20.6	Kodiak Island Borough, AK	9.3
Elmore County, AL	10.8	Lake and Peninsula Borough, AK	31.4
Escambia County, AL	9.6	Matanuska-Susitna Borough, AK	6.2
Etowah County, AL	13.9	Nome Census Area, AK	12.0
Fayette County, AL	21.5	North Slope Borough, AK	13.8
Franklin County, AL	15.2	Northwest Arctic Borough, AK	11.6
Geneva County, AL	11.6	Prince of Wales-Outer Ketchikan, AK	11.5
Greene County, AL	5.1	Sitka Borough, AK	8.4
Hale County, AL	10.3	Skagway-Yakutat-Angoon, AK	12.7
Henry County, AL	12.6	Southeast Fairbanks Census Area, AK	2.3
Houston County, AL	9.7	Valdez-Cordova Census Area, AK	11.5
Jackson County, AL	12.4		
Jefferson County, AL	12.0	Arizona	14.3
Lamar County, AL	12.8	Apache County, AZ	12.0
Lauderdale County, AL	14.3	Cochise County, AZ	13.9
Lawrence County, AL	16.6	Coconino County, AZ	10.1
Lee County, AL	9.4	Gila County, AZ	12.2
Limestone County, AL	14.0	Graham County, AZ	9.3
Lowndes County, AL	9.9	Greenlee County, AZ	8.0
Macon County, AL	16.7	La Paz County, AZ	17.5
Madison County, AL	10.6	Maricopa County, AZ	14.9
Marengo County, AL	7.8	Mohave County, AZ	15.8
Marion County, AL	14.7	Navajo County, AZ	12.3
Marshall County, AL	20.5	Pima County, AZ	13.7
Mobile County, AL	10.7	Pinal County, AZ	15.6
Monroe County, AL	12.1	Santa Cruz County, AZ	15.5
Montgomery County, AL	12.1	Yavapai County, AZ	11.6
Morgan County, AL	12.7	Yuma County, AZ	15.9
Perry County, AL	8.8		
Pickens County, AL	7.8		

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Arkansas	10.9	Phillips County, AR	9.0
Arkansas County, AR	8.3	Pike County, AR	12.9
Ashley County, AR	6.5	Poinsett County, AR	10.6
Baxter County, AR	8.0	Polk County, AR	12.3
Benton County, AR	11.6	Pope County, AR	9.4
Boone County, AR	11.0	Prairie County, AR	10.1
Bradley County, AR	12.3	Pulaski County, AR	9.2
Calhoun County, AR	4.9	Randolph County, AR	9.9
Carroll County, AR	10.4	St. Francis County, AR	9.4
Chicot County, AR	9.9	Saline County, AR	10.2
Clark County, AR	8.0	Scott County, AR	12.7
Clay County, AR	18.5	Searcy County, AR	6.2
Cleburne County, AR	14.7	Sebastian County, AR	10.6
Cleveland County, AR	6.3	Sevier County, AR	13.0
Columbia County, AR	9.7	Sharp County, AR	9.7
Conway County, AR	7.8	Stone County, AR	10.9
Craighead County, AR	11.9	Union County, AR	9.4
Crawford County, AR	10.1	Van Buren County, AR	6.7
Crittenden County, AR	14.0	Washington County, AR	12.2
Cross County, AR	8.1	White County, AR	10.9
Dallas County, AR	10.0	Woodruff County, AR	11.2
Desha County, AR	6.3	Yell County, AR	13.4
Drew County, AR	12.9		
Faulkner County, AR	10.7	California	14.3
Franklin County, AR	19.6	Alameda County, CA	9.7
Fulton County, AR	14.5	Alpine County, CA	29.4
Garland County, AR	15.2	Amador County, CA	27.6
Grant County, AR	7.9	Butte County, CA	10.7
Greene County, AR	14.0	Calaveras County, CA	4.2
Hempstead County, AR	15.5	Colusa County, CA	9.8
Hot Spring County, AR	11.1	Contra Costa County, CA	7.7
Howard County, AR	13.1	Del Norte County, CA	10.2
Independence County, AR	7.4	El Dorado County, CA	7.4
Izard County, AR	8.8	Fresno County, CA	14.9
Jackson County, AR	9.3	Glenn County, CA	16.3
Jefferson County, AR	14.8	Humboldt County, CA	10.2
Johnson County, AR	16.9	Imperial County, CA	9.9
Lafayette County, AR	5.9	Inyo County, CA	8.4
Lawrence County, AR	8.2	Kern County, CA	16.0
Lee County, AR	9.7	Kings County, CA	14.0
Lincoln County, AR	11.1	Lake County, CA	10.8
Little River County, AR	10.3	Lassen County, CA	9.8
Logan County, AR	10.9	Los Angeles County, CA	17.7
Lonoke County, AR	11.8	Madera County, CA	14.9
Madison County, AR	18.0	Marin County, CA	6.4
Marion County, AR	16.8	Mariposa County, CA	10.9
Miller County, AR	14.4	Mendocino County, CA	9.4
Mississippi County, AR	13.0	Merced County, CA	12.5
Monroe County, AR	6.7	Modoc County, CA	6.1
Montgomery County, AR	9.7	Mono County, CA	17.8
Nevada County, AR	4.8	Monterey County, CA	18.3
Newton County, AR	6.9	Napa County, CA	8.2
Ouachita County, AR	5.7	Nevada County, CA	6.4
Perry County, AR	12.0	Orange County, CA	16.3

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Placer County, CA	7.3	Grand County, CO	8.5
Plumas County, CA	5.2	Gunnison County, CO	8.9
Riverside County, CA	14.4	Hinsdale County, CO	0.0
Sacramento County, CA	11.1	Huerfano County, CO	6.9
San Benito County, CA	10.1	Jackson County, CO	0.0
San Bernardino County, CA	16.7	Jefferson County, CO	7.7
San Diego County, CA	12.7	Kiowa County, CO	2.5
San Francisco County, CA	9.2	Kit Carson County, CO	7.7
San Joaquin County, CA	14.3	Lake County, CO	3.4
San Luis Obispo County, CA	9.8	La Plata County, CO	10.7
San Mateo County, CA	9.9	Larimer County, CO	7.4
Santa Barbara County, CA	14.9	Las Animas County, CO	4.9
Santa Clara County, CA	11.7	Lincoln County, CO	5.9
Santa Cruz County, CA	11.4	Logan County, CO	4.2
Shasta County, CA	10.3	Mesa County, CO	14.1
Sierra County, CA	0.0	Mineral County, CO	0.0
Siskiyou County, CA	7.5	Moffat County, CO	6.4
Solano County, CA	9.1	Montezuma County, CO	12.2
Sonoma County, CA	11.1	Montrose County, CO	7.6
Stanislaus County, CA	12.7	Morgan County, CO	14.4
Sutter County, CA	8.4	Otero County, CO	5.1
Tehama County, CA	12.6	Ouray County, CO	2.4
Trinity County, CA	7.2	Park County, CO	9.2
Tulare County, CA	15.3	Phillips County, CO	6.9
Tuolumne County, CA	9.2	Pitkin County, CO	4.8
Ventura County, CA	12.8	Prowers County, CO	10.2
Yolo County, CA	11.0	Pueblo County, CO	11.7
Yuba County, CA	12.4	Rio Blanco County, CO	0.0
Colorado	9.6	Rio Grande County, CO	11.1
Adams County, CO	12.7	Routt County, CO	6.6
Alamosa County, CO	6.1	Saguache County, CO	9.1
Arapahoe County, CO	6.0	Juan County, CO	0.0
Archuleta County, CO	7.9	San Miguel County, CO	4.7
Baca County, CO	4.3	Sedgwick County, CO	5.1
Bent County, CO	10.5	Summit County, CO	9.8
Boulder County, CO	8.3	Teller County, CO	10.2
Chaffee County, CO	7.1	Washington County, CO	7.9
Cheyenne County, CO	2.8	Weld County, CO	11.9
Clear Creek County, CO	3.1	Yuma County, CO	8.0
Conejos County, CO	5.1	Connecticut	9.2
Costilla County, CO	3.9	Fairfield County, CT	7.4
Crowley County, CO	4.7	Hartford County, CT	10.1
Custer County, CO	6.5	Litchfield County, CT	8.2
Delta County, CO	13.4	Middlesex County, CT	5.9
Denver County, CO	16.8	New Haven County, CT	11.0
Dolores County, CO	5.2	New London County, CT	9.2
Douglas County, CO	3.9	Toland, CT	7.0
Eagle County, CO	8.8	Windham County, CT	11.2
Elbert County, CO	2.4	Delaware	11.2
El Paso County, CO	8.7	Kent County, DE	13.3
Fremont County, CO	10.8	New Castle County, DE	10.3
Garfield County, CO	9.5	Suxsex County, DE	12.4
Gilpin County, CO	2.7		

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
District of Columbia, DC	19.1		
Florida	14.2		
Alachua County, FL	12.2	Pasco County, FL	18.7
Baker County, FL	16.3	Pinellas County, FL	14.4
Bay County, FL	12.6	Polk County, FL	17.9
Bradford County, FL	17.8	Putnam County, FL	11.3
Brevard County, FL	13.2	St. Johns County, FL	17.3
Broward County, FL	13.1	St. Lucie County, FL	18.4
Calhoun County, FL	16.0	Santa Rosa County, FL	10.1
Charlotte County, FL	14.2	Sarasota County, FL	12.8
Citrus County, FL	13.3	Seminole County, FL	10.2
Clay County, FL	10.9	Sumter County, FL	23.0
Collier County, FL	14.4	Suwannee County, FL	8.4
Columbia County, FL	15.3	Taylor County, FL	12.8
Dade County, FL	12.6	Union County, FL	18.1
DeSoto County, FL	24.7	Volusia County, FL	15.1
Dixie County, FL	28.4	Wakulla County, FL	13.9
Duval County, FL	15.0	Walton County, FL	12.9
Escambia County, FL	11.0	Washington County, FL	11.8
Flagler County, FL	13.1		
Franklin County, FL	17.1	Georgia	14.1
Gadsden County, FL	12.6	Appling County, GA	9.4
Gilchrist County, FL	43.8	Atkinson County, GA	17.2
Glades County, FL	20.6	Bacon County, GA	12.0
Gulf County, FL	11.3	Baker County, GA	9.4
Hamilton County, FL	18.3	Baldwin County, GA	13.9
Hardee County, FL	27.2	Banks County, GA	8.8
Hendry County, FL	22.0	Barrow County, GA	20.5
Hernando County, FL	14.1	Bartow County, GA	22.6
Highlands County, FL	15.9	Ben Hill County, GA	13.7
Hillsborough County, FL	16.5	Berrien County, GA	20.5
Holmes County, FL	16.6	Bibb County, GA	13.0
Indian River County, FL	17.0	Bleckley County, GA	9.4
Jackson County, FL	16.2	Brantley County, GA	14.0
Jefferson County, FL	16.2	Brooks County, GA	12.5
Lafayette County, FL	23.7	Bryan County, GA	18.1
Lake County, FL	19.7	Bulloch County, GA	12.2
Lee County, FL	14.8	Burke County, GA	12.1
Leon County, FL	8.0	Butts County, GA	13.2
Levy County, FL	16.7	Calhoun County, GA	4.8
Liberty County, FL	39.8	Camden County, GA	13.4
Madison County, FL	15.5	Candler County, GA	23.1
Manatee County, FL	16.1	Carroll County, GA	21.5
Marion County, FL	16.6	Catoosa County, GA	18.5
Martin County, FL	15.6	Charlton County, GA	17.0
Monroe County, FL	14.2	Chatham County, GA	12.8
Nassau County, FL	13.3	Chattahoochee County, GA	11.0
Okaloosa County, FL	9.0	Chattooga County, GA	25.0
Okeechobee County, FL	23.0	Cherokee County, GA	17.7
Orange County, FL	14.8	Clarke County, GA	14.2
Osceola County, FL	16.3	Clay County, GA	9.6
Palm Beach County, FL	12.9	Clayton County, GA	12.8
		Clinch County, GA	9.1
		Cobb County, GA	8.7
		Coffee County, GA	22.9
		Colquitt County, GA	17.0

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Columbia County, GA	8.2	Lincoln County, GA	16.6
Cook County, GA	12.6	Long County, GA	25.4
Coweta County, GA	15.3	Lowndes County, GA	12.4
Crawford County, GA	9.1	Lumpkin County, GA	10.7
Crisp County, GA	13.3	McDuffie County, GA	19.4
Dade County, GA	21.1	McIntosh County, GA	15.7
Dawson County, GA	20.7	Macon County, GA	17.7
Decatur County, GA	13.4	Madison County, GA	20.2
DeKalb County, GA	11.0	Marion County, GA	9.8
Dodge County, GA	14.3	Meriwether County, GA	16.5
Dooly County, GA	16.1	Miller County, GA	12.1
Dougherty County, GA	17.5	Mitchell County, GA	11.7
Douglas County, GA	14.7	Monroe County, GA	14.1
Early County, GA	24.1	Montgomery County, GA	20.9
Echols County, GA	12.2	Morgan County, GA	15.1
Effingham County, GA	17.5	Murray County, GA	30.4
Elbert County, GA	13.7	Muscogee County, GA	14.5
Emanuel County, GA	13.1	Newton County, GA	17.0
Evans County, GA	17.7	Oconee County, GA	8.6
Fannin County, GA	20.7	Oglethorpe County, GA	14.2
Fayette County, GA	6.3	Paulding County, GA	25.6
Floyd County, GA	15.3	Peach County, GA	15.4
Forsyth County, GA	17.7	Pickens County, GA	30.8
Franklin County, GA	20.9	Pierce County, GA	4.9
Fulton County, GA	12.7	Pike County, GA	17.5
Gilmer County, GA	33.2	Polk County, GA	17.3
GlascocK County, GA	7.1	Pulaski County, GA	17.9
Glynn County, GA	19.4	Putnam County, GA	17.8
Gordon County, GA	18.5	Quitman County, GA	11.6
Grady County, GA	10.4	Rabun County, GA	24.5
Greene County, GA	16.9	Randolph County, GA	7.7
Gwinnett County, GA	9.1	Richmond County, GA	11.3
Habersham County, GA	38.1	Rockdale County, GA	12.9
Hall County, GA	22.0	Schley County, GA	15.8
Hancock County, GA	8.5	Screven County, GA	9.6
Haralson County, GA	15.6	Seminole County, GA	22.7
Harris County, GA	15.9	Spalding County, GA	20.7
Hart County, GA	13.3	Stephens County, GA	19.5
Heard County, GA	17.2	Stewart County, GA	11.8
Henry County, GA	11.9	Sumter County, GA	10.7
Houston County, GA	9.7	Talbot County, GA	10.6
Irwin County, GA	12.2	Taliaferro County, GA	15.3
Jackson County, GA	14.2	Tattnall County, GA	13.7
Jasper County, GA	20.9	Taylor County, GA	18.7
Jeff Davis County, GA	24.3	Telfair County, GA	18.9
Jefferson County, GA	14.2	Terrell County, GA	15.8
Jenkins County, GA	6.9	Thomas County, GA	12.0
Johnson County, GA	17.2	Tift County, GA	16.3
Jones County, GA	14.2	Toombs County, GA	15.1
Lamar County, GA	13.2	Towns County, GA	6.7
Lanier County, GA	10.2	Treutlen County, GA	18.1
Laurens County, GA	16.3	Troup County, GA	12.4
Lee County, GA	10.2	Turner County, GA	12.0
Liberty County, GA	15.3	Twiggs County, GA	22.3

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Union County, GA	16.9	Lemhi County, ID	16.5
Upson County, GA	16.8	Lewis County, ID	8.8
Walker County, GA	17.8	Lincoln County, ID	7.6
Walton County, GA	13.6	Madison County, ID	5.5
Ware County, GA	15.6	Minidoka County, ID	12.4
Warren County, GA	15.5	Nez Perce County, ID	7.9
Washington County, GA	9.7	Oneida County, ID	10.9
Wayne County, GA	11.9	Owyhee County, ID	17.1
Webster County, GA	9.9	Payette County, ID	16.5
Wheeler County, GA	15.9	Power County, ID	12.2
White County, GA	19.1	Shoshone County, ID	11.5
Whitfield County, GA	24.4	Teton County, ID	6.0
Wilcox County, GA	12.8	Twin Falls County, ID	13.0
Wilkes County, GA	16.2	Valley County, ID	4.7
Wilkinson County, GA	8.1	Washington County, ID	12.7
Worth County, GA	17.1		
Hawaii	7.0	Illinois	10.4
Hawaii County, HI	6.3	Adams County, IL	6.5
Honolulu County, HI	7.0	Alexander County, IL	6.9
Kalawao County, HI	0.0	Bond County, IL	7.4
Kauai County, HI	5.7	Boone County, IL	11.9
Maui County, HI	9.2	Brown County, IL	16.2
Idaho	9.6	Bureau County, IL	9.1
Ada County, ID	8.7	Calhoun County, IL	4.3
Adams County, ID	7.8	Carroll County, IL	3.5
Bannock County, ID	8.7	Cass County, IL	8.1
Bear Lake County, ID	4.3	Champaign County, IL	6.6
Benewah County, ID	8.5	Christian County, IL	9.4
Bingham County, ID	9.0	Clark County, IL	7.2
Blaine County, ID	8.2	Clay County, IL	5.0
Boise County, ID	7.7	Clinton County, IL	6.9
Bonner County, ID	10.1	Coles County, IL	6.3
Bonneville County, ID	9.8	Cook County, IL	12.9
Boundary County, ID	12.9	Crawford County, IL	8.8
Butte County, ID	5.5	Cumberland County, IL	4.7
Camas County, ID	0.0	DeKalb County, IL	5.9
Canyon County, ID	11.0	De Witt County, IL	11.8
Caribou County, ID	3.4	Douglas County, IL	16.5
Cassia County, ID	11.8	DuPage County, IL	5.0
Clark County, ID	0.0	Edgar County, IL	10.3
Clearwater County, ID	10.5	Edwards County, IL	3.3
Custer County, ID	5.0	Effingham County, IL	7.4
Elmore County, ID	11.6	Fayette County, IL	14.0
Franklin County, ID	3.8	Ford County, IL	7.3
Fremont County, ID	14.4	Franklin County, IL	8.5
Gem County, ID	13.7	Fulton County, IL	8.7
Gooding County, ID	10.1	Gallatin County, IL	12.5
Idaho County, ID	6.4	Greene County, IL	11.7
Jefferson County, ID	6.5	Grundy County, IL	4.9
Jerome County, ID	18.7	Hamilton County, IL	5.4
Kootenai County, ID	7.6	Hancock County, IL	3.5
Latah County, ID	3.7	Hardin County, IL	10.1
		Henderson County, IL	8.7
		Henry County, IL	6.9

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Iroquois County, IL	5.7	Vermilion County, IL	11.4
Jackson County, IL	5.3	Wabash County, IL	11.7
Jasper County, IL	9.5	Warren County, IL	5.8
Jefferson County, IL	8.3	Washington County, IL	4.3
Jersey County, IL	10.4	Wayne County, IL	13.6
Jo Daviess County, IL	5.4	White County, IL	5.3
Johnson County, IL	5.2	Whiteside County, IL	8.3
Kane County, IL	13.4	Will County, IL	8.5
Kankakee County, IL	7.9	Williamson County, IL	9.5
Kendall County, IL	5.4	Winnebago County, IL	13.9
Knox County, IL	8.1	Woodford County, IL	4.1
Lake County, IL	8.8		
La Salle County, IL	11.4	Indiana	11.4
Lawrence County, IL	10.4	Adams County, IN	19.4
Lee County, IL	9.0	Allen County, IN	9.7
Livingston County, IL	8.5	Bartholomew County, IN	11.4
Logan County, IL	10.6	Benton County, IN	5.9
McDonough County, IL	5.4	Blackford County, IN	9.9
McHenry County, IL	6.2	Boone County, IN	6.1
McLean County, IL	6.7	Brown County, IN	9.6
Macon County, IL	10.3	Carroll County, IN	5.4
Macoupin County, IL	5.8	Cass County, IN	11.8
Madison County, IL	9.8	Clark County, IN	12.4
Marion County, IL	7.5	Clay County, IN	8.6
Marshall County, IL	6.1	Clinton County, IN	12.4
Mason County, IL	8.6	Crawford County, IN	21.1
Massac County, IL	9.6	Daviess County, IN	22.8
Menard County, IL	7.7	Dearborn County, IN	8.8
Mercer County, IL	10.3	Decatur County, IN	12.0
Monroe County, IL	5.4	De Kalb County, IN	12.2
Montgomery County, IL	8.0	Delaware County, IN	10.0
Morgan County, IL	14.5	Dubois County, IN	4.5
Moultrie County, IL	9.6	Elkhart County, IN	17.3
Ogle County, IL	7.9	Fayette County, IN	14.2
Peoria County, IL	7.7	Floyd County, IN	8.5
Perry County, IL	5.7	Fountain County, IN	6.8
Piatt County, IL	3.8	Franklin County, IN	8.9
Pike County, IL	7.9	Fulton County, IN	9.3
Pope County, IL	26.5	Gibson County, IN	5.3
Pulaski County, IL	6.6	Grant County, IN	11.3
Putnam County, IL	3.0	Greene County, IN	11.4
Randolph County, IL	11.1	Hamilton County, IN	5.4
Richland County, IL	7.3	Hancock County, IN	8.1
Rock Island County, IL	10.2	Harrison County, IN	9.3
St. Clair County, IL	9.9	Hendricks County, IN	9.2
Saline County, IL	11.8	Henry County, IN	8.3
Sangamon County, IL	8.9	Howard County, IN	8.9
Schuyler County, IL	5.3	Huntington County, IN	12.1
Scott County, IL	7.4	Jackson County, IN	9.3
Shelby County, IL	6.9	Jasper County, IN	4.6
Stark County, IL	6.0	Jay County, IN	14.4
Stephenson County, IL	8.6	Jefferson County, IN	9.3
Tazewell County, IL	6.8	Jennings County, IN	11.0
Union County, IL	9.9	Johnson County, IN	13.4

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Knox County, IN	11.2	Adams County, IA	3.8
Kosciusko County, IN	11.3	Allamakee County, IA	4.8
Lagrange County, IN	36.7	Appanoose County, IA	5.5
Lake County, IN	8.4	Audubon County, IA	2.5
La Porte County, IN	10.3	Benton County, IA	4.3
Lawrence County, IN	15.2	Black Hawk County, IA	8.7
Madison County, IN	10.0	Boone County, IA	6.5
Marion County, IN	16.4	Bremer County, IA	3.5
Marshall County, IN	13.1	Buchanan County, IA	9.2
Martin County, IN	10.5	Buena Vista County, IA	6.0
Miami County, IN	9.5	Butler County, IA	3.8
Monroe County, IN	12.7	Calhoun County, IA	3.2
Montgomery County, IN	9.6	Carroll County, IA	4.3
Morgan County, IN	11.8	Cass County, IA	2.6
Newton County, IN	11.6	Cedar County, IA	4.5
Noble County, IN	13.7	Cerro Gordo County, IA	4.4
Ohio County, IN	8.2	Cherokee County, IA	5.6
Orange County, IN	13.0	Chickasaw County, IA	4.5
Owen County, IN	10.0	Clarke County, IA	6.1
Parke County, IN	7.8	Clay County, IA	1.8
Perry County, IN	13.4	Clayton County, IA	4.7
Pike County, IN	15.5	Clinton County, IA	5.4
Porter County, IN	6.9	Crawford County, IA	8.6
Posey County, IN	10.0	Dallas County, IA	6.5
Pulaski County, IN	11.3	Davis County, IA	13.2
Putnam County, IN	8.7	Decatur County, IA	7.2
Randolph County, IN	10.0	Delaware County, IA	1.3
Ripley County, IN	7.8	Des Moines County, IA	7.1
Rush County, IN	8.7	Dickinson County, IA	1.9
St. Joseph County, IN	12.8	Dubuque County, IA	5.4
Scott County, IN	14.9	Emmet County, IA	4.4
Shelby County, IN	14.2	Fayette County, IA	3.1
Spencer County, IN	9.5	Floyd County, IA	5.9
Starke County, IN	14.3	Franklin County, IA	3.6
Steuben County, IN	6.8	Fremont County, IA	3.6
Sullivan County, IN	5.3	Greene County, IA	6.9
Switzerland County, IN	9.1	Grundy County, IA	3.5
Tippecanoe County, IN	8.2	Guthrie County, IA	3.0
Tipton County, IN	7.8	Hamilton County, IA	7.0
Union County, IN	5.8	Hancock County, IA	2.4
Vanderburgh County, IN	12.2	Hardin County, IA	5.3
Vermillion County, IN	8.1	Harrison County, IA	4.7
Vigo County, IN	12.6	Henry County, IA	10.7
Wabash County, IN	10.0	Howard County, IA	1.3
Warren County, IN	6.4	Humboldt County, IA	2.1
Warrick County, IN	8.2	Ida County, IA	2.4
Washington County, IN	13.7	Iowa County, IA	5.3
Wayne County, IN	13.1	Jackson County, IA	5.4
Wells County, IN	8.5	Jasper County, IA	6.2
White County, IN	7.1	Jefferson County, IA	7.1
Whitley County, IN	10.8	Johnson County, IA	5.7
Iowa	6.5	Jones County, IA	5.1
Adair County, IA	3.6	Keokuk County, IA	8.6
		Kossuth County, IA	2.8

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Lee County, IA	8.8	Chase County, KS	0.6
Linn County, IA	5.4	Chautauqua County, KS	8.5
Louisa County, IA	7.7	Cherokee County, KS	10.3
Lucas County, IA	13.7	Cheyenne County, KS	1.2
Lyon County, IA	5.1	Clark County, KS	3.3
Madison County, IA	8.1	Clay County, KS	5.2
Mahaska County, IA	3.4	Cloud County, KS	3.6
Marion County, IA	7.8	Coffey County, KS	3.6
Marshall County, IA	3.7	Comanche County, KS	11.3
Mills County, IA	13.7	Cowley County, KS	11.0
Mitchell County, IA	4.7	Crawford County, KS	6.6
Monona County, IA	3.0	Decatur County, KS	3.0
Monroe County, IA	9.8	Dickinson County, KS	9.1
Montgomery County, IA	6.3	Doniphan County, KS	12.1
Muscatine County, IA	7.0	Douglas County, KS	6.1
O'Brien County, IA	1.4	Edwards County, KS	5.1
Osceola County, IA	6.1	Elk County, KS	2.2
Page County, IA	5.4	Ellis County, KS	3.9
Palo Alto County, IA	2.3	Ellsworth County, KS	5.9
Plymouth County, IA	4.1	Finney County, KS	11.1
Pocahontas County, IA	6.8	Ford County, KS	14.7
Polk County, IA	10.3	Franklin County, KS	10.3
Pottawattamie County, IA	9.1	Geary County, KS	12.6
Poweshiek County, IA	3.2	Gove County, KS	0.5
Ringgold County, IA	1.3	Graham County, KS	5.7
Sac County, IA	3.4	Grant County, KS	7.0
Scott County, IA	8.0	Gray County, KS	10.3
Shelby County, IA	8.3	Greeley County, KS	10.3
Sioux County, IA	3.2	Greenwood County, KS	6.7
Story County, IA	4.1	Hamilton County, KS	11.6
Tama County, IA	5.0	Harper County, KS	9.5
Taylor County, IA	6.2	Harvey County, KS	5.2
Union County, IA	1.9	Haskell County, KS	9.5
Van Buren County, IA	10.2	Hodgeman County, KS	5.4
Wapello County, IA	8.4	Jackson County, KS	8.0
Warren County, IA	4.6	Jefferson County, KS	3.4
Washington County, IA	10.1	Jewell County, KS	1.7
Wayne County, IA	8.7	Johnson County, KS	5.6
Webster County, IA	7.0	Kearny County, KS	13.1
Winnebago County, IA	8.3	Kingman County, KS	1.7
Winneshiek County, IA	3.3	Kiowa County, KS	7.9
Woodbury County, IA	10.7	Labette County, KS	13.2
Worth County, IA	5.4	Lane County, KS	0.8
Wright County, IA	4.2	Leavenworth County, KS	8.7
Kansas	8.4	Lincoln County, KS	10.5
Allen County, KS	7.1	Linn County, KS	1.4
Anderson County, KS	10.0	Logan County, KS	5.5
Atchison County, KS	8.6	Lyon County, KS	11.7
Barber County, KS	4.3	McPherson County, KS	9.5
Barton County, KS	7.8	Marion County, KS	5.9
Bourbon County, KS	11.3	Marshall County, KS	3.5
Brown County, KS	5.5	Meade County, KS	10.8
Butler County, KS	6.0	Miami County, KS	8.4
		Mitchell County, KS	1.9

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Montgomery County, KS	13.1	Boyd County, KY	8.1
Morris County, KS	4.4	Boyle County, KY	11.6
Morton County, KS	8.9	Bracken County, KY	12.5
Nemaha County, KS	0.6	Breathitt County, KY	19.8
Neosho County, KS	6.1	Breckinridge County, KY	8.5
Ness County, KS	2.3	Bullitt County, KY	11.0
Norton County, KS	8.4	Butler County, KY	10.1
Osage County, KS	5.4	Caldwell County, KY	12.6
Osborne County, KS	4.1	Calloway County, KY	10.1
Ottawa County, KS	5.5	Campbell County, KY	9.7
Pawnee County, KS	6.9	Carlisle County, KY	8.2
Phillips County, KS	7.4	Carroll County, KY	8.4
Pottawatomie County, KS	3.9	Carter County, KY	19.2
Pratt County, KS	4.3	Casey County, KY	20.3
Rawlins County, KS	12.3	Christian County, KY	10.9
Reno County, KS	11.9	Clark County, KY	11.0
Republic County, KS	5.1	Clay County, KY	27.9
Rice County, KS	6.2	Clinton County, KY	11.3
Riley County, KS	9.8	Crittenden County, KY	23.9
Rooks County, KS	8.3	Cumberland County, KY	19.1
Rush County, KS	3.7	Daviess County, KY	10.0
Russell County, KS	0.8	Edmonson County, KY	7.7
Saline County, KS	6.4	Elliott County, KY	28.7
Scott County, KS	10.9	Estill County, KY	15.5
Sedgwick County, KS	9.7	Fayette County, KY	13.7
Seward County, KS	17.3	Fleming County, KY	18.8
Shawnee County, KS	10.2	Floyd County, KY	19.2
Sheridan County, KS	5.0	Franklin County, KY	13.8
Sherman County, KS	4.3	Fulton County, KY	24.9
Smith County, KS	5.4	Gallatin County, KY	7.8
Stafford County, KS	3.5	Garrard County, KY	21.6
Stanton County, KS	11.6	Grant County, KY	8.9
Stevens County, KS	3.6	Graves County, KY	13.2
Sumner County, KS	5.5	Grayson County, KY	15.6
Thomas County, KS	8.3	Green County, KY	8.0
Trego County, KS	0.5	Greenup County, KY	7.0
Wabaunsee County, KS	5.0	Hancock County, KY	8.0
Wallace County, KS	5.3	Hardin County, KY	8.3
Washington County, KS	1.7	Harlan County, KY	12.9
Wichita County, KS	8.9	Harrison County, KY	8.7
Wilson County, KS	8.8	Hart County, KY	23.3
Woodson County, KS	5.2	Henderson County, KY	13.6
Wyandotte County, KS	13.3	Henry County, KY	12.6
Kentucky	13.0	Hickman County, KY	10.1
Adair County, KY	17.4	Hopkins County, KY	14.8
Allen County, KY	16.9	Jackson County, KY	23.1
Anderson County, KY	9.2	Jefferson County, KY	10.4
Ballard County, KY	5.6	Jessamine County, KY	12.5
Barren County, KY	12.5	Johnson County, KY	12.4
Bath County, KY	15.6	Kenton County, KY	11.8
Bell County, KY	18.4	Knott County, KY	12.7
Boone County, KY	11.3	Knox County, KY	20.9
Bourbon County, KY	15.5	Larue County, KY	14.1
		Laurel County, KY	12.7

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Lawrence County, KY	18.6	Whitley County, KY	15.1
Lee County, KY	17.5	Wolfe County, KY	10.9
Leslie County, KY	10.5	Woodford County, KY	13.9
Letcher County, KY	12.6		
Lewis County, KY	8.6	Louisiana	11.9
Lincoln County, KY	12.2	Acadia Parish, LA	12.7
Livingston County, KY	7.7	Allen Parish, LA	11.0
Logan County, KY	13.2	Ascension Parish, LA	10.4
Lyon County, KY	10.9	Assumption Parish, LA	16.4
McCracken County, KY	10.5	Avoyelles Parish, LA	14.2
McCreary County, KY	30.7	Beauregard Parish, LA	9.5
McLean County, KY	6.2	Bienville Parish, LA	9.6
Madison County, KY	15.7	Bossier Parish, LA	9.9
Magoffin County, KY	29.8	Caddo Parish, LA	10.8
Marion County, KY	10.5	Calcasieu Parish, LA	6.6
Marshall County, KY	7.8	Caldwell Parish, LA	22.7
Martin County, KY	12.9	Cameron Parish, LA	15.0
Mason County, KY	11.4	Catahoula Parish, LA	15.6
Meade County, KY	6.5	Claiborne Parish, LA	9.0
Menifee County, KY	47.9	Concordia Parish, LA	12.6
Mercer County, KY	11.6	De Soto Parish, LA	10.3
Metcalfe County, KY	16.5	East Baton Rouge Parish, LA	10.3
Monroe County, KY	15.3	East Carroll Parish, LA	11.9
Montgomery County, KY	11.8	East Feliciana Parish, LA	10.3
Morgan County, KY	19.1	Evangeline Parish, LA	13.2
Muhlenberg County, KY	19.5	Franklin Parish, LA	7.2
Nelson County, KY	7.9	Grant Parish, LA	18.0
Nicholas County, KY	5.8	Iberia Parish, LA	16.5
Ohio County, KY	13.9	Iberville Parish, LA	12.3
Oldham County, KY	6.5	Jackson Parish, LA	12.2
Owen County, KY	12.2	Jefferson Parish, LA	11.8
Owsley County, KY	20.2	Jefferson Davis Parish, LA	9.8
Pendleton County, KY	7.9	Lafayette Parish, LA	7.9
Perry County, KY	14.4	Lafourche Parish, LA	14.2
Pike County, KY	15.7	La Salle Parish, LA	15.8
Powell County, KY	21.5	Lincoln Parish, LA	12.2
Pulaski County, KY	11.6	Livingston Parish, LA	14.4
Robertson County, KY	24.3	Madison Parish, LA	11.2
Rockcastle County, KY	17.3	Morehouse Parish, LA	11.4
Rowan County, KY	13.8	Natchitoches Parish, LA	11.4
Russell County, KY	18.1	Orleans Parish, LA	13.2
Scott County, KY	13.2	Ouachita Parish, LA	15.0
Shelby County, KY	12.1	Plaquemines Parish, LA	12.7
Simpson County, KY	11.6	Pointe Coupee Parish, LA	8.9
Spencer County, KY	11.9	Rapides Parish, LA	12.8
Taylor County, KY	14.3	Red River Parish, LA	17.6
Todd County, KY	16.3	Richland Parish, LA	18.2
Trigg County, KY	10.0	Sabine Parish, LA	12.4
Trimble County, KY	12.7	St. Bernard Parish, LA	16.7
Union County, KY	47.1	St. Charles Parish, LA	5.6
Warren County, KY	9.0	St. Helena Parish, LA	6.5
Washington County, KY	11.5	St. James Parish, LA	12.8
Wayne County, KY	15.1	St. John the Baptist Parish, LA	12.0
Webster County, KY	13.4	St. Landry Parish, LA	12.4

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
St. Martin Parish, LA	14.1	Talbot County, MD	10.2
St. Mary Parish, LA	13.6	Washington County, MD	13.9
St. Tammany Parish, LA	9.0	Wicomico County, MD	14.4
Tangipahoa Parish, LA	15.0	Worcester County, MD	7.0
Tensas Parish, LA	13.1	Baltimore city, MD	22.8
Terrebonne Parish, LA	12.6		
Union Parish, LA	10.2	Massachusetts	9.5
Vermilion Parish, LA	10.3	Barnstable County, MA	8.9
Vernon Parish, LA	15.2	Berkshire County, MA	8.7
Washington Parish, LA	9.2	Bristol County, MA	13.0
Webster Parish, LA	13.9	Dukes County, MA	9.6
West Baton Rouge Parish, LA	17.5	Essex County, MA	9.5
West Carroll Parish, LA	13.3	Franklin County, MA	10.7
West Feliciana Parish, LA	10.2	Hampden County, MA	15.4
Winn Parish, LA	20.1	Hampshire County, MA	6.3
		Middlesex County, MA	7.0
Maine	8.4	Nantucket County, MA	3.4
Androscoggin County, ME	9.5	Norfolk County, MA	4.0
Aroostook County, ME	7.1	Plymouth County, MA	9.4
Cumberland County, ME	8.9	Suffolk County, MA	12.8
Franklin County, ME	7.5	Worcester County, MA	10.5
Hancock County, ME	8.0		
Kennebec County, ME	9.7	Michigan	9.9
Knox County, ME	9.2	Alcona County, MI	11.0
Lincoln County, ME	10.5	Alger County, MI	10.3
Oxford County, ME	9.9	Allegan County, MI	8.8
Penobscot County, ME	7.4	Alpena County, MI	8.0
Piscataquis County, ME	6.0	Antrim County, MI	6.9
Sagadahoc County, ME	7.7	Arenac County, MI	6.9
Somerset County, ME	9.3	Baraga County, MI	4.0
Waldo County, ME	7.2	Barry County, MI	10.5
Washington County, ME	7.7	Bay County, MI	5.5
York County, ME	7.2	Benzie County, MI	9.8
		Berrien County, MI	13.8
Maryland	11.0	Branch County, MI	11.7
Allegany County, MD	5.2	Calhoun County, MI	10.2
Anne Arundel County, MD	11.8	Cass County, MI	12.2
Baltimore County, MD	9.2	Charlevoix County, MI	9.0
Calvert County, MD	4.5	Cheboygan County, MI	5.1
Caroline County, MD	18.8	Chippewa County, MI	10.8
Carroll County, MD	8.2	Clare County, MI	13.6
Cecil County, MD	10.7	Clinton County, MI	3.2
Charles County, MD	7.6	Crawford County, MI	10.7
Dorchester County, MD	20.2	Delta County, MI	3.9
Frederick County, MD	10.2	Dickinson County, MI	5.3
Garrett County, MD	8.3	Eaton County, MI	6.6
Harford County, MD	7.6	Emmet County, MI	9.1
Howard County, MD	4.2	Genesee County, MI	10.6
Kent County, MD	10.9	Gladwin County, MI	8.4
Montgomery County, MD	5.5	Gogebic County, MI	3.4
Prince George's County, MD	9.3	Grand Traverse County, MI	6.4
Queen Anne's County, MD	11.9	Gratiot County, MI	7.8
St. Mary's County, MD	15.5	Hillsdale County, MI	11.2
Somerset County, MD	18.7	Houghton County, MI	3.5

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Huron County, MI	6.4	Aitkin County, MN	6.5
Ingham County, MI	9.2	Anoka County, MN	7.7
Ionia County, MI	25.3	Becker County, MN	7.8
Iosco County, MI	8.7	Beltrami County, MN	10.0
Iron County, MI	6.7	Benton County, MN	5.2
Isabella County, MI	9.0	Big Stone County, MN	3.6
Jackson County, MI	9.1	Blue Earth County, MN	6.1
Kalamazoo County, MI	9.4	Brown County, MN	3.4
Kalkaska County, MI	9.5	Carlton County, MN	4.4
Kent County, MI	9.9	Carver County, MN	3.6
Keweenaw County, MI	2.7	Cass County, MN	7.5
Lake County, MI	7.4	Chippewa County, MN	4.3
Lapeer County, MI	6.0	Chisago County, MN	7.2
Leelanau County, MI	9.2	Clay County, MN	4.7
Lenawee County, MI	9.1	Clearwater County, MN	7.3
Livingston County, MI	7.9	Cook County, MN	1.8
Luce County, MI	8.4	Cottonwood County, MN	5.4
Mackinac County, MI	7.2	Crow Wing County, MN	6.4
Macomb County, MI	7.6	Dakota County, MN	5.6
Manistee County, MI	8.9	Dodge County, MN	7.1
Marquette County, MI	3.8	Douglas County, MN	4.7
Mason County, MI	6.6	Faribault County, MN	3.2
Mecosta County, MI	7.4	Fillmore County, MN	9.0
Menominee County, MI	5.4	Freeborn County, MN	6.1
Midland County, MI	3.7	Goodhue County, MN	4.8
Missaukee County, MI	9.3	Grant County, MN	1.4
Monroe County, MI	7.9	Hennepin County, MN	7.6
Montcalm County, MI	10.4	Houston County, MN	4.5
Montmorency County, MI	9.7	Hubbard County, MN	2.6
Muskegon County, MI	9.4	Isanti County, MN	6.0
Newaygo County, MI	9.4	Itasca County, MN	4.5
Oakland County, MI	7.6	Jackson County, MN	2.5
Oceana County, MI	8.3	Kanabec County, MN	6.0
Ogemaw County, MI	9.9	Kandiyohi County, MN	6.9
Ontonagon County, MI	6.7	Kittson County, MN	4.2
Osceola County, MI	7.1	Koochiching County, MN	6.4
Oscoda County, MI	13.9	Lac qui Parle County, MN	2.5
Otsego County, MI	7.9	Lake County, MN	5.8
Ottawa County, MI	7.3	Lake of the Woods County, MN	5.2
Presque Isle County, MI	4.5	Le Sueur County, MN	5.5
Roscommon County, MI	8.4	Lincoln County, MN	3.7
Saginaw County, MI	8.5	Lyon County, MN	3.6
St. Clair County, MI	8.5	McLeod County, MN	6.4
St. Joseph County, MI	12.1	Mahnomen County, MN	2.7
Sanilac County, MI	6.8	Marshall County, MN	2.5
Schoolcraft County, MI	1.4	Martin County, MN	3.6
Shiawassee County, MI	10.0	Meeker County, MN	5.2
Tuscola County, MI	7.7	Mille Lacs County, MN	9.7
Van Buren County, MI	10.1	Morrison County, MN	4.7
Washtenaw County, MI	8.7	Mower County, MN	3.8
Wayne County, MI	14.2	Murray County, MN	1.8
Wexford County, MI	8.3	Nicollet County, MN	5.1
		Nobles County, MN	7.6
Minnesota	6.1	Norman County, MN	0.9

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Olmsted County, MN	4.0	George County, MS	12.7
Otter Tail County, MN	4.0	Greene County, MS	11.4
Pennington County, MN	5.6	Grenada County, MS	12.8
Pine County, MN	8.7	Hancock County, MS	11.9
Pipestone County, MN	4.4	Harrison County, MS	11.6
Polk County, MN	3.5	Hinds County, MS	8.2
Pope County, MN	3.0	Holmes County, MS	10.6
Ramsey County, MN	7.8	Humphreys County, MS	20.8
Red Lake County, MN	5.1	Issaquena County, MS	11.1
Redwood County, MN	3.4	Itawamba County, MS	17.1
Renville County, MN	3.3	Jackson County, MS	8.6
Rice County, MN	9.1	Jasper County, MS	7.5
Rock County, MN	2.3	Jefferson County, MS	11.1
Roseau County, MN	3.4	Jefferson Davis County, MS	9.7
St. Louis County, MN	6.1	Jones County, MS	9.6
Scott County, MN	5.6	Kemper County, MS	15.6
Sherburne County, MN	6.9	Lafayette County, MS	11.0
Sibley County, MN	4.3	Lamar County, MS	8.6
Stearns County, MN	4.3	Lauderdale County, MS	10.3
Steele County, MN	9.0	Lawrence County, MS	7.0
Stevens County, MN	2.1	Leake County, MS	12.2
Swift County, MN	3.4	Lee County, MS	13.4
Todd County, MN	4.5	Leflore County, MS	13.5
Traverse County, MN	2.9	Lincoln County, MS	9.3
Wabasha County, MN	4.1	Lowndes County, MS	9.1
Wadena County, MN	6.8	Madison County, MS	11.6
Waseca County, MN	4.7	Marion County, MS	13.0
Washington County, MN	3.8	Marshall County, MS	18.9
Watonwan County, MN	7.9	Monroe County, MS	14.5
Wilkin County, MN	9.0	Montgomery County, MS	13.9
Winona County, MN	7.3	Neshoba County, MS	11.5
Wright County, MN	4.8	Newton County, MS	10.4
Yellow Medicine County, MN	3.2	Noxubee County, MS	16.0
Mississippi	11.7	Oktibbeha County, MS	8.1
Adams County, MS	9.6	Panola County, MS	20.4
Alcorn County, MS	13.6	Pearl River County, MS	12.5
Amite County, MS	11.1	Perry County, MS	10.0
Attala County, MS	10.2	Pike County, MS	8.1
Benton County, MS	23.9	Pontotoc County, MS	16.6
Bolivar County, MS	12.9	Prentiss County, MS	13.3
Calhoun County, MS	18.5	Quitman County, MS	17.4
Carroll County, MS	16.2	Rankin County, MS	8.9
Chickasaw County, MS	14.5	Scott County, MS	14.8
Choctaw County, MS	9.1	Sharkey County, MS	8.6
Claiborne County, MS	12.2	Simpson County, MS	11.2
Clarke County, MS	13.2	Smith County, MS	9.8
Clay County, MS	13.8	Stone County, MS	16.5
Coahoma County, MS	12.5	Sunflower County, MS	16.3
Copiah County, MS	18.7	Tallahatchie County, MS	13.7
Covington County, MS	14.3	Tate County, MS	14.5
DeSoto County, MS	9.8	Tippah County, MS	12.2
Forrest County, MS	10.8	Tishomingo County, MS	21.7
Franklin County, MS	8.8	Tunica County, MS	21.4
		Union County, MS	14.7

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Walthall County, MS	10.2	Holt County, MO	2.7
Warren County, MS	9.2	Howard County, MO	11.6
Washington County, MS	15.4	Howell County, MO	15.3
Wayne County, MS	10.3	Iron County, MO	9.6
Webster County, MS	11.0	Jackson County, MO	12.8
Wilkinson County, MS	13.6	Jasper County, MO	13.4
Winston County, MS	7.4	Jefferson County, MO	12.2
Yalobusha County, MS	9.8	Johnson County, MO	8.0
Yazoo County, MS	13.6	Knox County, MO	7.7
Missouri	11.2	Laclede County, MO	7.7
Adair County, MO	8.7	Lafayette County, MO	12.9
Andrew County, MO	12.3	Lawrence County, MO	13.5
Atchison County, MO	4.9	Lewis County, MO	7.6
Audrain County, MO	8.5	Lincoln County, MO	12.2
Barry County, MO	18.2	Linn County, MO	13.7
Barton County, MO	7.0	Livingston County, MO	5.5
Bates County, MO	6.1	McDonald County, MO	19.3
Benton County, MO	6.1	Macon County, MO	6.2
Bollinger County, MO	15.9	Madison County, MO	11.3
Boone County, MO	12.1	Maries County, MO	7.4
Buchanan County, MO	11.8	Marion County, MO	10.8
Butler County, MO	13.5	Mercer County, MO	0.0
Caldwell County, MO	9.3	Miller County, MO	10.4
Callaway County, MO	12.6	Mississippi County, MO	12.2
Camden County, MO	9.9	Moniteau County, MO	18.3
Cape Girardeau County, MO	8.8	Monroe County, MO	5.7
Carroll County, MO	5.0	Montgomery County, MO	8.2
Carter County, MO	9.7	Morgan County, MO	21.2
Cass County, MO	7.1	New Madrid County, MO	13.0
Cedar County, MO	10.0	Newton County, MO	11.9
Chariton County, MO	4.4	Nodaway County, MO	5.7
Christian County, MO	7.7	Oregon County, MO	11.8
Clark County, MO	18.8	Osage County, MO	6.6
Clay County, MO	9.1	Ozark County, MO	13.6
Clinton County, MO	6.0	Pemiscot County, MO	21.0
Cole County, MO	9.9	Perry County, MO	9.5
Cooper County, MO	34.4	Pettis County, MO	11.6
Crawford County, MO	12.9	Phelps County, MO	4.9
Dade County, MO	8.5	Pike County, MO	7.5
Dallas County, MO	17.1	Platte County, MO	5.4
Daviess County, MO	14.7	Polk County, MO	12.6
DeKalb County, MO	7.1	Pulaski County, MO	8.4
Dent County, MO	9.5	Putnam County, MO	19.7
Douglas County, MO	9.1	Ralls County, MO	6.8
Dunklin County, MO	14.8	Randolph County, MO	8.6
Franklin County, MO	12.2	Ray County, MO	10.1
Gasconade County, MO	9.0	Reynolds County, MO	11.0
Gentry County, MO	13.5	Ripley County, MO	18.3
Greene County, MO	11.9	St. Charles County, MO	8.1
Grundy County, MO	7.4	St. Clair County, MO	7.0
Harrison County, MO	5.2	Ste. Genevieve County, MO	8.5
Henry County, MO	11.8	St. Francois County, MO	16.0
Hickory County, MO	9.4	St. Louis County, MO	7.3
		Saline County, MO	6.5

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Schuyler County, MO	6.0	Petroleum County, MT	9.0
Scotland County, MO	22.9	Phillips County, MT	4.8
Scott County, MO	14.0	Pondera County, MT	3.0
Shannon County, MO	11.1	Powder River County, MT	1.5
Shelby County, MO	7.7	Powell County, MT	7.2
Stoddard County, MO	12.7	Prairie County, MT	0.0
Stone County, MO	10.5	Ravalli County, MT	8.4
Sullivan County, MO	3.3	Richland County, MT	7.2
Taney County, MO	9.5	Roosevelt County, MT	10.5
Texas County, MO	8.1	Rosebud County, MT	7.3
Vernon County, MO	15.5	Sanders County, MT	8.5
Warren County, MO	13.5	Sheridan County, MT	4.5
Washington County, MO	14.3	Silver Bow County, MT	8.4
Wayne County, MO	12.2	Stillwater County, MT	2.0
Webster County, MO	14.7	Sweet Grass County, MT	2.0
Worth County, MO	15.7	Teton County, MT	13.2
Wright County, MO	15.2	Toole County, MT	7.1
St. Louis city, MO	20.7	Treasure County, MT	0.0
		Valley County, MT	4.5
Montana	7.1	Wheatland County, MT	8.4
Beaverhead County, MT	0.0	Wibaux County, MT	2.1
Big Horn County, MT	12.1	Yellowstone County, MT	7.7
Blaine County, MT	3.5	Yellowstone National Park, MT	0.0
Broadwater County, MT	4.8		
Carbon County, MT	3.1	Nebraska	6.6
Carter County, MT	0.0	Adams County, NE	5.4
Cascade County, MT	8.3	Antelope County, NE	3.6
Chouteau County, MT	9.5	Arthur County, NE	7.2
Custer County, MT	4.6	Banner County, NE	3.6
Daniels County, MT	1.5	Blaine County, NE	8.0
Dawson County, MT	3.8	Boone County, NE	0.5
Deer Lodge County, MT	11.7	Box Butte County, NE	11.3
Fallon County, MT	1.9	Boyd County, NE	1.2
Fergus County, MT	8.5	Brown County, NE	2.8
Flathead County, MT	7.0	Buffalo County, NE	7.7
Gallatin County, MT	4.5	Burt County, NE	7.5
Garfield County, MT	2.3	Butler County, NE	5.0
Glacier County, MT	13.4	Cass County, NE	4.4
Golden Valley County, MT	53.2	Cedar County, NE	3.0
Granite County, MT	8.5	Chase County, NE	3.8
Hill County, MT	6.5	Cherry County, NE	1.6
Jefferson County, MT	2.6	Cheyenne County, NE	2.7
Judith Basin County, MT	3.1	Clay County, NE	5.2
Lake County, MT	12.1	Colfax County, NE	2.8
Lewis and Clark County, MT	8.8	Cuming County, NE	2.3
Liberty County, MT	18.5	Custer County, NE	2.9
Lincoln County, MT	7.9	Dakota County, NE	11.4
McCone County, MT	1.7	Dawes County, NE	11.5
Madison County, MT	4.0	Dawson County, NE	6.2
Meagher County, MT	7.1	Deuel County, NE	1.2
Mineral County, MT	4.9	Dixon County, NE	5.9
Missoula County, MT	4.5	Dodge County, NE	6.8
Musselshell County, MT	10.7	Douglas County, NE	8.9
Park County, MT	7.2	Dundy County, NE	2.8

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Fillmore County, NE	2.2	Stanton County, NE	2.3
Franklin County, NE	7.1	Thayer County, NE	3.0
Frontier County, NE	1.9	Thomas County, NE	2.8
Furnas County, NE	2.9	Thurston County, NE	10.6
Gage County, NE	7.0	Valley County, NE	6.2
Garden County, NE	11.3	Washington County, NE	3.5
Garfield County, NE	9.2	Wayne County, NE	3.8
Gosper County, NE	1.6	Webster County, NE	2.1
Grant County, NE	0.0	Wheeler County, NE	0.0
Greeley County, NE	0.0	York County, NE	1.7
Hall County, NE	8.7		
Hamilton County, NE	4.8	Nevada	14.9
Harlan County, NE	5.6	Churchill County, NV	4.3
Hayes County, NE	0.0	Clark County, NV	16.3
Hitchcock County, NE	5.4	Douglas County, NV	7.3
Holt County, NE	2.4	Elko County, NV	15.4
Hooker County, NE	0.0	Esmeralda County, NV	26.6
Howard County, NE	6.6	Eureka County, NV	7.3
Jefferson County, NE	7.4	Humboldt County, NV	11.8
Johnson County, NE	3.4	Lander County, NV	11.7
Kearney County, NE	13.2	Lincoln County, NV	1.0
Keith County, NE	6.8	Lyon County, NV	12.9
Keya Paha County, NE	0.0	Mineral County, NV	15.1
Kimball County, NE	0.7	Nye County, NV	15.5
Knox County, NE	1.6	Pershing County, NV	10.8
Lancaster County, NE	8.9	Storey County, NV	11.1
Lincoln County, NE	5.4	Washoe County, NV	14.9
Logan County, NE	6.1	White Pine County, NV	7.2
Loup County, NE	2.3	Carson City, NV	9.5
McPherson County, NE	0.0		
Madison County, NE	4.7	New Hampshire	9.9
Merrick County, NE	0.7	Belknap County, NH	9.9
Morrill County, NE	3.8	Carroll County, NH	10.0
Nance County, NE	4.4	Cheshire County, NH	10.9
Nemaha County, NE	2.6	Coos County, NH	7.6
Nuckolls County, NE	1.4	Grafton County, NH	10.4
Otoe County, NE	6.8	Hillsborough County, NH	10.9
Pawnee County, NE	6.5	Merrimack County, NH	7.9
Perkins County, NE	3.7	Rockingham County, NH	8.3
Phelps County, NE	10.8	Strafford County, NH	11.8
Pierce County, NE	6.1	Sullivan County, NH	12.5
Platte County, NE	4.1		
Polk County, NE	1.8	New Jersey	9.3
Red Willow County, NE	3.7	Atlantic County, NJ	14.5
Richardson County, NE	3.0	Bergen County, NJ	5.7
Rock County, NE	0.0	Burlington County, NJ	8.5
Saline County, NE	5.6	Camden County, NJ	11.0
Sarpy County, NE	5.3	Cape May County, NJ	11.4
Saunders County, NE	4.0	Cumberland County, NJ	13.2
Scotts Bluff County, NE	6.7	Essex County, NJ	12.9
Seward County, NE	2.3	Gloucester County, NJ	6.9
Sheridan County, NE	3.3	Hudson County, NJ	13.6
Sherman County, NE	3.4	Hunterdon County, NJ	5.8
Sioux County, NE	1.0	Mercer County, NJ	10.8

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Middlesex County, NJ	8.6	Chemung County, NY	12.9
Monmouth County, NJ	6.3	Chenango County, NY	7.8
Morris County, NJ	4.6	Clinton County, NY	11.1
Ocean County, NJ	8.3	Columbia County, NY	11.8
Passaic County, NJ	13.7	Cortland County, NY	7.9
Salem County, NJ	7.5	Delaware County, NY	9.9
Somerset County, NJ	4.5	Dutchess County, NY	9.2
Sussex County, NJ	5.2	Erie County, NY	8.2
Union County, NJ	9.1	Essex County, NY	8.9
Warren County, NJ	7.6	Franklin County, NY	10.4
New Mexico	10.8	Fulton County, NY	8.8
Bernalillo County, NM	10.3	Genesee County, NY	7.2
Catron County, NM	2.8	Greene County, NY	7.4
Chaves County, NM	12.2	Hamilton County, NY	8.1
Cibola County, NM	11.6	Herkimer County, NY	10.5
Colfax County, NM	8.6	Jefferson County, NY	11.5
Curry County, NM	10.3	Kings County, NY	13.2
DeBaca County, NM	3.0	Lewis County, NY	7.9
Dona Ana County, NM	12.1	Livingston County, NY	5.7
Eddy County, NM	8.7	Madison County, NY	9.7
Grant County, NM	6.6	Monroe County, NY	8.9
Guadalupe County, NM	6.8	Montgomery County, NY	9.1
Harding County, NM	5.4	Nassau County, NY	5.2
Hidalgo County, NM	6.1	New York County, NY	14.2
Lea County, NM	14.6	Niagara County, NY	8.2
Lincoln County, NM	12.4	Oneida County, NY	9.8
Los Alamos County, NM	4.6	Onondaga County, NY	9.4
Luna County, NM	11.7	Ontario County, NY	4.6
McKinley County, NM	9.7	Orange County, NY	9.9
Mora County, NM	11.7	Orleans County, NY	13.3
Otero County, NM	7.6	Oswego County, NY	10.3
Quay County, NM	10.4	Otsego County, NY	7.6
Rio Arriba County, NM	13.2	Putnam County, NY	7.1
Roosevelt County, NM	17.1	Queens County, NY	10.3
Sandoval County, NM	8.5	Rensselaer County, NY	10.3
San Juan County, NM	12.5	Richmond County, NY	7.0
San Miguel County, NM	8.9	Rockland County, NY	4.3
Santa Fe County, NM	11.3	St. Lawrence County, NY	10.7
Sierra County, NM	7.6	Saratoga County, NY	8.7
Socorro County, NM	13.6	Schenectady County, NY	10.3
Taos County, NM	10.9	Schoharie County, NY	9.1
Torrance County, NM	7.4	Schuyler County, NY	11.8
Union County, NM	17.9	Seneca County, NY	11.1
Valencia County, NM	12.3	Steuben County, NY	7.8
New York	10.1	Suffolk County, NY	6.6
Albany County, NY	9.2	Sullivan County, NY	16.3
Allegany County, NY	5.9	Tioga County, NY	7.2
Bronx County, NY	18.0	Tompkins County, NY	7.3
Broome County, NY	9.8	Ulster County, NY	8.0
Cattaraugus County, NY	9.8	Warren County, NY	9.4
Cayuga County, NY	11.7	Washington County, NY	11.6
Chautauqua County, NY	11.9	Wayne County, NY	7.7
		Westchester County, NY	6.8
		Wyoming County, NY	8.2

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Yates County, NY	11.0	Jones County, NC	9.6
North Carolina	13.2	Lee County, NC	10.7
Alamance County, NC	11.6	Lenoir County, NC	13.8
Alexander County, NC	15.0	Lincoln County, NC	15.5
Alleghany County, NC	16.2	McDowell County, NC	14.0
Anson County, NC	20.1	Macon County, NC	20.4
Ashe County, NC	15.4	Madison County, NC	18.4
Avery County, NC	11.9	Martin County, NC	9.3
Beaufort County, NC	9.1	Mecklenburg County, NC	13.2
Bertie County, NC	11.4	Mitchell County, NC	18.4
Bladen County, NC	6.9	Montgomery County, NC	15.3
Brunswick County, NC	11.0	Moore County, NC	11.0
Buncombe County, NC	11.7	Nash County, NC	11.5
Burke County, NC	23.5	New Hanover County, NC	11.1
Cabarrus County, NC	13.8	Northampton County, NC	7.4
Caldwell County, NC	23.3	Onslow County, NC	10.4
Camden County, NC	2.7	Orange County, NC	9.3
Carteret County, NC	11.4	Pamlico County, NC	8.6
Caswell County, NC	16.1	Pasquotank County, NC	11.9
Catawba County, NC	17.0	Pender County, NC	14.4
Chatham County, NC	12.0	Perquimans County, NC	14.0
Cherokee County, NC	11.4	Person County, NC	12.5
Chowan County, NC	3.8	Pitt County, NC	8.5
Clay County, NC	11.5	Polk County, NC	10.8
Cleveland County, NC	13.0	Randolph County, NC	20.4
Columbus County, NC	11.5	Richmond County, NC	14.6
Craven County, NC	10.7	Robeson County, NC	15.3
Cumberland County, NC	11.1	Rockingham County, NC	15.2
Currituck County, NC	9.0	Rowan County, NC	14.0
Dare County, NC	9.9	Rutherford County, NC	17.6
Davidson County, NC	16.6	Sampson County, NC	10.6
Davie County, NC	11.4	Scotland County, NC	12.5
Duplin County, NC	11.6	Stanly County, NC	12.9
Durham County, NC	12.5	Stokes County, NC	10.6
Edgecombe County, NC	13.0	Surry County, NC	12.7
Forsyth County, NC	11.4	Swain County, NC	25.8
Franklin County, NC	14.3	Transylvania County, NC	16.9
Gaston County, NC	18.1	Tyrrell County, NC	5.7
Gates County, NC	8.8	Union County, NC	13.6
Graham County, NC	15.0	Vance County, NC	17.8
Granville County, NC	15.0	Wake County, NC	10.5
Greene County, NC	12.1	Warren County, NC	13.0
Guilford County, NC	12.3	Washington County, NC	13.5
Halifax County, NC	11.1	Watauga County, NC	15.4
Harnett County, NC	13.7	Wayne County, NC	9.9
Haywood County, NC	10.7	Wilkes County, NC	19.4
Henderson County, NC	12.5	Wilson County, NC	11.2
Hertford County, NC	6.6	Yadkin County, NC	11.6
Hoke County, NC	16.1	Yancey County, NC	11.6
Hyde County, NC	7.7	North Dakota	4.3
Iredell County, NC	17.4	Adams County, ND	3.7
Jackson County, NC	9.2	Barnes County, ND	3.1
Johnston County, NC	14.5	Benson County, ND	12.9

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Billings County, ND	0.0	Ashland County, OH	7.7
Bottineau County, ND	4.9	Ashtabula County, OH	10.2
Bowman County, ND	4.3	Athens County, OH	9.5
Burke County, ND	0.9	Auglaize County, OH	4.0
Burleigh County, ND	2.7	Belmont County, OH	5.4
Cass County, ND	4.5	Brown County, OH	10.7
Cavalier County, ND	2.2	Butler County, OH	10.4
Dickey County, ND	8.0	Carroll County, OH	5.8
Divide County, ND	3.1	Champaign County, OH	6.3
Dunn County, ND	0.0	Clark County, OH	9.6
Eddy County, ND	4.5	Clermont County, OH	8.8
Emmons County, ND	0.0	Clinton County, OH	7.5
Foster County, ND	4.6	Columbiana County, OH	6.3
Golden Valley County, ND	1.7	Coshocton County, OH	9.0
Grand Forks County, ND	4.6	Crawford County, OH	7.7
Grant County, ND	3.9	Cuyahoga County, OH	10.1
Griggs County, ND	1.5	Darke County, OH	5.8
Hettinger County, ND	0.5	Defiance County, OH	7.9
Kidder County, ND	4.3	Delaware County, OH	7.1
LaMoure County, ND	7.5	Erie County, OH	8.1
Logan County, ND	0.0	Fairfield County, OH	13.5
McHenry County, ND	2.0	Fayette County, OH	7.6
McIntosh County, ND	1.0	Franklin County, OH	12.0
McKenzie County, ND	2.2	Fulton County, OH	4.3
McLean County, ND	2.5	Gallia County, OH	9.6
Mercer County, ND	3.6	Geauga County, OH	12.3
Morton County, ND	6.8	Greene County, OH	6.3
Mountrail County, ND	3.5	Guernsey County, OH	8.4
Nelson County, ND	1.3	Hamilton County, OH	10.2
Oliver County, ND	17.9	Hancock County, OH	6.9
Pembina County, ND	3.8	Hardin County, OH	6.9
Pierce County, ND	1.7	Harrison County, OH	3.7
Ramsey County, ND	4.4	Henry County, OH	7.0
Ransom County, ND	2.7	Highland County, OH	8.7
Renville County, ND	4.3	Hocking County, OH	8.6
Richland County, ND	4.2	Holmes County, OH	42.4
Rolette County, ND	15.6	Huron County, OH	6.3
Sargent County, ND	0.0	Jackson County, OH	7.4
Sheridan County, ND	4.9	Jefferson County, OH	6.1
Sioux County, ND	4.9	Knox County, OH	6.0
Slope County, ND	0.0	Lake County, OH	6.6
Stark County, ND	3.4	Lawrence County, OH	8.3
Steele County, ND	2.9	Licking County, OH	8.2
Stutsman County, ND	5.8	Logan County, OH	6.9
Towner County, ND	5.3	Lorain County, OH	7.1
Trail County, ND	3.3	Lucas County, OH	8.7
Walsh County, ND	11.4	Madison County, OH	10.9
Ward County, ND	2.5	Mahoning County, OH	7.1
Wells County, ND	0.0	Marion County, OH	8.9
Williams County, ND	2.6	Medina County, OH	5.4
Ohio	8.8	Meigs County, OH	9.1
Adams County, OH	9.0	Mercer County, OH	5.7
Allen County, OH	5.8	Miami County, OH	7.5
		Monroe County, OH	0.9

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Montgomery County, OH	10.5	Delaware County, OK	7.7
Morgan County, OH	2.2	Dewey County, OK	2.9
Morrow County, OH	8.1	Ellis County, OK	3.5
Muskingum County, OH	7.1	Garfield County, OK	8.2
Noble County, OH	7.9	Garvin County, OK	11.4
Ottawa County, OH	7.4	Grady County, OK	9.7
Paulding County, OH	5.7	Grant County, OK	4.1
Perry County, OH	8.7	Greer County, OK	21.6
Pickaway County, OH	11.0	Harmon County, OK	24.3
Pike County, OH	6.2	Harper County, OK	9.5
Portage County, OH	5.0	Haskell County, OK	9.6
Preble County, OH	5.6	Hughes County, OK	6.6
Putnam County, OH	3.0	Jackson County, OK	7.9
Richland County, OH	9.9	Jefferson County, OK	13.6
Ross County, OH	7.5	Johnston County, OK	6.8
Sandusky County, OH	6.7	Kay County, OK	8.3
Scioto County, OH	9.0	Kingfisher County, OK	6.2
Seneca County, OH	4.8	Kiowa County, OK	10.0
Shelby County, OH	10.7	Latimer County, OK	8.3
Stark County, OH	7.8	Le Flore County, OK	11.1
Summit County, OH	7.3	Lincoln County, OK	8.2
Trumbull County, OH	7.4	Logan County, OK	18.4
Tuscarawas County, OH	9.9	Love County, OK	1.8
Union County, OH	6.2	McClain County, OK	7.1
Van Wert County, OH	3.3	McCurtain County, OK	11.3
Vinton County, OH	7.1	McIntosh County, OK	18.2
Warren County, OH	7.6	Major County, OK	6.0
Washington County, OH	5.5	Marshall County, OK	12.8
Wayne County, OH	12.3	Mayes County, OK	12.1
Williams County, OH	5.0	Murray County, OK	11.6
Wood County, OH	4.2	Muskogee County, OK	10.9
Wyandot County, OH	5.1	Noble County, OK	9.8
Oklahoma	9.9	Nowata County, OK	3.3
Adair County, OK	15.8	Okfuskee County, OK	7.6
Alfalfa County, OK	5.6	Oklahoma County, OK	13.2
Atoka County, OK	7.7	Okmulgee County, OK	10.0
Beaver County, OK	2.7	Osage County, OK	7.0
Beckham County, OK	10.0	Ottawa County, OK	8.9
Blaine County, OK	6.7	Pawnee County, OK	8.8
Bryan County, OK	10.6	Payne County, OK	8.9
Caddo County, OK	9.9	Pittsburg County, OK	7.5
Canadian County, OK	7.6	Pontotoc County, OK	10.8
Carter County, OK	8.6	Pottawatomie County, OK	9.5
Cherokee County, OK	11.6	Pushmataha County, OK	6.2
Choctaw County, OK	12.6	Roger Mills County, OK	7.1
Cimarron County, OK	5.7	Rogers County, OK	8.8
Cleveland County, OK	8.6	Seminole County, OK	7.2
Coal County, OK	15.4	Sequoyah County, OK	8.9
Comanche County, OK	9.5	Stephens County, OK	8.2
Cotton County, OK	4.4	Texas County, OK	5.0
Craig County, OK	7.1	Tillman County, OK	8.6
Creek County, OK	6.9	Tulsa County, OK	10.0
Custer County, OK	8.3	Wagoner County, OK	7.5
		Washington County, OK	7.1

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Washita County, OK	6.0	Cameron County, PA	4.3
Woods County, OK	3.8	Carbon County, PA	8.0
Woodward County, OK	8.7	Centre County, PA	7.7
Oregon	11.0	Chester County, PA	6.1
Baker County, OR	5.2	Clarion County, PA	6.4
Benton County, OR	7.7	Clearfield County, PA	8.2
Clackamas County, OR	8.9	Clinton County, PA	8.1
Clatsop County, OR	11.5	Columbia County, PA	8.3
Columbia County, OR	9.6	Crawford County, PA	10.2
Coos County, OR	10.0	Cumberland County, PA	7.6
Crook County, OR	4.6	Dauphin County, PA	13.0
Curry County, OR	15.1	Delaware County, PA	8.1
Deschutes County, OR	7.4	Elk County, PA	7.6
Douglas County, OR	13.4	Erie County, PA	8.3
Gilliam County, OR	4.4	Fayette County, PA	9.5
Grant County, OR	5.0	Forest County, PA	6.7
Harney County, OR	12.9	Franklin County, PA	10.8
Hood River County, OR	6.6	Fulton County, PA	11.1
Jackson County, OR	11.9	Greene County, PA	8.5
Jefferson County, OR	14.4	Huntingdon County, PA	8.8
Josephine County, OR	16.1	Indiana County, PA	7.4
Klamath County, OR	14.3	Jefferson County, PA	5.7
Lake County, OR	4.7	Juniata County, PA	11.6
Lane County, OR	10.0	Lackawanna County, PA	7.9
Lincoln County, OR	9.7	Lancaster County, PA	18.3
Linn County, OR	12.8	Lawrence County, PA	8.8
Malheur County, OR	9.3	Lebanon County, PA	10.3
Marion County, OR	14.5	Lehigh County, PA	8.2
Morrow County, OR	16.2	Luzerne County, PA	8.9
Multnomah County, OR	13.2	Lycoming County, PA	9.6
Polk County, OR	11.1	Mc Kean County, PA	7.5
Sherman County, OR	4.2	Mercer County, PA	7.9
Tillamook County, OR	5.7	Mifflin County, PA	14.2
Umatilla County, OR	13.7	Monroe County, PA	10.1
Union County, OR	8.1	Montgomery County, PA	4.5
Wallowa County, OR	7.1	Montour County, PA	10.3
Wasco County, OR	5.3	Northampton County, PA	9.0
Washington County, OR	8.6	Northumberland County, PA	10.2
Wheeler County, OR	6.7	Perry County, PA	12.4
Yamhill County, OR	9.1	Philadelphia County, PA	15.7
Pennsylvania	9.4	Pike County, PA	12.0
Adams County, PA	12.1	Potter County, PA	6.7
Allegheny County, PA	7.4	Schuylkill County, PA	10.6
Armstrong County, PA	5.7	Snyder County, PA	15.9
Beaver County, PA	6.9	Somerset County, PA	8.8
Bedford County, PA	7.7	Sullivan County, PA	27.3
Berks County, PA	10.7	Susquehanna County, PA	8.2
Blair County, PA	7.4	Tioga County, PA	8.6
Bradford County, PA	8.7	Union County, PA	12.8
Bucks County, PA	6.8	Venango County, PA	7.4
Butler County, PA	5.7	Warren County, PA	9.2
Cambria County, PA	5.0	Washington County, PA	6.7
		Wayne County, PA	5.8
		Westmoreland County, PA	5.5

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Wyoming County, PA	5.3	Union County, SC	13.1
York County, PA	9.6	Williamsburg County, SC	9.8
		York County, SC	14.8
Rhode Island	12.9		
Bristol County, RI	10.7	South Dakota	7.1
Kent County, RI	8.7	Aurora County, SD	0.0
Newport County, RI	6.5	Beadle County, SD	4.7
Providence County, RI	16.3	Bennett County, SD	11.4
Washington County, RI	7.2	Bon Homme County, SD	4.2
		Brookings County, SD	5.8
South Carolina	11.9	Brown County, SD	7.4
Abbeville County, SC	14.3	Brule County, SD	4.2
Aiken County, SC	9.3	Buffalo County, SD	14.2
Allendale County, SC	11.8	Butte County, SD	6.2
Anderson County, SC	13.9	Campbell County, SD	8.7
Bamberg County, SC	14.4	Charles Mix County, SD	9.2
Barnwell County, SC	10.0	Clark County, SD	11.0
Beaufort County, SC	9.5	Clay County, SD	2.6
Berkeley County, SC	10.7	Codington County, SD	6.6
Calhoun County, SC	12.0	Corson County, SD	10.7
Charleston County, SC	13.0	Custer County, SD	4.7
Cherokee County, SC	18.7	Davison County, SD	3.6
Chester County, SC	11.3	Day County, SD	4.1
Chesterfield County, SC	15.0	Deuel County, SD	4.8
Clarendon County, SC	14.8	Dewey County, SD	11.9
Colleton County, SC	8.0	Douglas County, SD	3.9
Darlington County, SC	11.8	Edmunds County, SD	14.0
Dillon County, SC	8.2	Fall River County, SD	10.4
Dorchester County, SC	13.6	Faulk County, SD	17.1
Edgefield County, SC	7.9	Grant County, SD	2.0
Fairfield County, SC	12.9	Gregory County, SD	1.3
Florence County, SC	10.1	Haakon County, SD	0.0
Georgetown County, SC	13.8	Hamlin County, SD	10.3
Greenville County, SC	12.3	Hand County, SD	1.5
Greenwood County, SC	9.6	Hanson County, SD	11.9
Hampton County, SC	8.3	Harding County, SD	3.8
Horry County, SC	12.8	Hughes County, SD	3.3
Jasper County, SC	8.1	Hutchinson County, SD	5.9
Kershaw County, SC	8.6	Hyde County, SD	3.3
Lancaster County, SC	13.3	Jackson County, SD	11.2
Laurens County, SC	14.7	Jerauld County, SD	9.0
Lee County, SC	9.7	Jones County, SD	7.2
Lexington County, SC	10.0	Kingsbury County, SD	3.2
McCormick County, SC	6.7	Lake County, SD	2.7
Marion County, SC	8.9	Lawrence County, SD	19.6
Marlboro County, SC	13.9	Lincoln County, SD	1.4
Newberry County, SC	13.1	Lyman County, SD	8.2
Oconee County, SC	12.0	McCook County, SD	3.9
Orangeburg County, SC	9.2	McPherson County, SD	9.3
Pickens County, SC	13.1	Marshall County, SD	6.8
Richland County, SC	9.1	Meade County, SD	3.5
Saluda County, SC	15.2	Mellette County, SD	11.2
Spartanburg County, SC	15.2	Miner County, SD	0.4
Sumter County, SC	11.7	Minnehaha County, SD	7.3

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Moody County, SD	5.5	Hardin County, TN	19.1
Pennington County, SD	7.3	Hawkins County, TN	11.3
Perkins County, SD	2.2	Haywood County, TN	14.4
Potter County, SD	1.6	Henderson County, TN	13.1
Roberts County, SD	10.3	Henry County, TN	15.2
Sanborn County, SD	14.5	Hickman County, TN	19.4
Shannon County, SD	21.7	Houston County, TN	6.5
Spink County, SD	12.0	Humphreys County, TN	4.1
Stanley County, SD	5.9	Jackson County, TN	12.5
Sully County, SD	3.8	Jefferson County, TN	19.7
Todd County, SD	15.3	Johnson County, TN	23.0
Tripp County, SD	5.3	Knox County, TN	12.5
Turner County, SD	4.4	Lake County, TN	15.6
Union County, SD	7.0	Lauderdale County, TN	16.1
Walworth County, SD	1.5	Lawrence County, TN	15.9
Yankton County, SD	5.8	Lewis County, TN	15.6
Ziebach County, SD	15.0	Lincoln County, TN	17.6
Tennessee	13.6	Loudon County, TN	11.6
Anderson County, TN	12.6	McMinn County, TN	21.8
Bedford County, TN	15.7	McNairy County, TN	10.3
Benton County, TN	15.4	Macon County, TN	20.1
Bledsoe County, TN	35.6	Madison County, TN	10.0
Blount County, TN	7.8	Marion County, TN	16.1
Bradley County, TN	19.6	Marshall County, TN	13.0
Campbell County, TN	21.7	Maury County, TN	14.1
Cannon County, TN	12.5	Meigs County, TN	20.1
Carroll County, TN	12.1	Monroe County, TN	13.4
Carter County, TN	21.1	Montgomery County, TN	7.9
Cheatham County, TN	16.2	Moore County, TN	14.4
Chester County, TN	18.1	Morgan County, TN	14.7
Claiborne County, TN	13.5	Obion County, TN	12.8
Clay County, TN	14.2	Overton County, TN	14.2
Cocke County, TN	19.4	Perry County, TN	10.0
Coffee County, TN	14.9	Pickett County, TN	9.8
Crockett County, TN	20.8	Polk County, TN	13.1
Cumberland County, TN	18.0	Putnam County, TN	14.1
Davidson County, TN	15.5	Rhea County, TN	20.5
Decatur County, TN	11.7	Roane County, TN	12.4
DeKalb County, TN	18.9	Robertson County, TN	12.4
Dickson County, TN	13.2	Rutherford County, TN	10.9
Dyer County, TN	22.0	Scott County, TN	13.3
Fayette County, TN	12.0	Sequatchie County, TN	20.3
Fentress County, TN	18.5	Sevier County, TN	12.8
Franklin County, TN	11.8	Shelby County, TN	11.7
Gibson County, TN	11.7	Smith County, TN	10.9
Giles County, TN	11.5	Stewart County, TN	8.7
Grainger County, TN	14.7	Sullivan County, TN	14.4
Greene County, TN	18.1	Sumner County, TN	11.1
Grundy County, TN	16.6	Tipton County, TN	15.1
Hamblen County, TN	16.9	Trousdale County, TN	13.8
Hamilton County, TN	13.3	Unicoi County, TN	8.1
Hancock County, TN	18.2	Union County, TN	16.8
Hardeman County, TN	16.1	Van Buren County, TN	22.2
		Warren County, TN	19.3

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Washington County, TN	14.2	Comanche County, TX	21.6
Wayne County, TN	13.4	Concho County, TX	25.1
Weakley County, TN	9.1	Cooke County, TX	16.1
White County, TN	12.1	Coryell County, TX	10.3
Williamson County, TN	7.2	Cottle County, TX	7.1
Wilson County, TN	10.8	Crane County, TX	2.6
		Crockett County, TX	6.8
Texas	12.5	Crosby County, TX	10.4
Anderson County, TX	17.8	Culberson County, TX	28.2
Andrews County, TX	13.6	Dallam County, TX	13.1
Angelina County, TX	14.5	Dallas County, TX	16.3
Aransas County, TX	9.2	Dawson County, TX	15.0
Archer County, TX	2.7	Deaf Smith County, TX	13.0
Armstrong County, TX	4.5	Delta County, TX	12.9
Atascosa County, TX	16.2	Denton County, TX	9.0
Austin County, TX	7.0	DeWitt County, TX	10.8
Bailey County, TX	19.3	Dickens County, TX	6.2
Bandera County, TX	1.6	Dimmit County, TX	14.6
Bastrop County, TX	8.4	Donley County, TX	13.1
Baylor County, TX	20.1	Duval County, TX	10.2
Bee County, TX	9.3	Eastland County, TX	9.3
Bell County, TX	12.1	Ector County, TX	15.1
Bexar County, TX	11.4	Edwards County, TX	4.4
Blanco County, TX	7.4	Ellis County, TX	11.9
Borden County, TX	6.7	El Paso County, TX	11.0
Bosque County, TX	4.9	Erath County, TX	14.9
Bowie County, TX	11.2	Falls County, TX	13.3
Brazoria County, TX	11.1	Fannin County, TX	14.4
Brazos County, TX	14.5	Fayette County, TX	7.7
Brewster County, TX	14.8	Fisher County, TX	12.0
Briscoe County, TX	4.0	Floyd County, TX	15.9
Brooks County, TX	17.6	Foard County, TX	3.2
Brown County, TX	14.9	Fort Bend County, TX	8.9
Burleson County, TX	11.7	Franklin County, TX	9.8
Burnet County, TX	9.0	Freestone County, TX	7.8
Caldwell County, TX	35.5	Frio County, TX	12.4
Calhoun County, TX	15.6	Gaines County, TX	21.8
Callahan County, TX	9.5	Galveston County, TX	10.1
Cameron County, TX	12.1	Garza County, TX	20.9
Camp County, TX	16.0	Gillespie County, TX	6.9
Carson County, TX	3.0	Glasscock County, TX	1.1
Cass County, TX	8.1	Goliad County, TX	6.0
Castro County, TX	15.8	Gonzales County, TX	12.7
Chambers County, TX	5.8	Gray County, TX	11.1
Cherokee County, TX	20.9	Grayson County, TX	12.6
Childress County, TX	1.2	Gregg County, TX	12.0
Clay County, TX	5.2	Grimes County, TX	24.2
Cochran County, TX	16.6	Guadalupe County, TX	12.6
Coke County, TX	6.2	Hale County, TX	18.3
Coleman County, TX	6.4	Hall County, TX	19.5
Collin County, TX	9.3	Hamilton County, TX	9.1
Collingsworth County, TX	8.5	Hansford County, TX	4.1
Colorado County, TX	6.5	Hardeman County, TX	3.6
Comal County, TX	9.1	Hardin County, TX	5.5

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Harris County, TX	14.0	McLennan County, TX	11.4
Harrison County, TX	8.0	McMullen County, TX	15.5
Hartley County, TX	5.5	Madison County, TX	55.7
Haskell County, TX	13.6	Marion County, TX	11.6
Hays County, TX	7.9	Martin County, TX	10.6
Hemphill County, TX	9.4	Mason County, TX	11.5
Henderson County, TX	12.2	Matagorda County, TX	10.5
Hidalgo County, TX	10.9	Maverick County, TX	17.1
Hill County, TX	12.9	Medina County, TX	13.9
Hockley County, TX	11.2	Menard County, TX	3.5
Hood County, TX	7.0	Midland County, TX	12.1
Hopkins County, TX	13.1	Milam County, TX	8.2
Houston County, TX	15.1	Mills County, TX	7.5
Howard County, TX	11.2	Mitchell County, TX	6.9
Hudspeth County, TX	16.9	Montague County, TX	10.1
Hunt County, TX	13.7	Montgomery County, TX	10.5
Hutchinson County, TX	8.8	Moore County, TX	20.4
Irion County, TX	7.9	Morris County, TX	10.0
Jack County, TX	13.2	Motley County, TX	15.5
Jackson County, TX	13.1	Nacogdoches County, TX	11.5
Jasper County, TX	9.6	Navarro County, TX	11.5
Jeff Davis County, TX	7.8	Newton County, TX	5.6
Jefferson County, TX	10.1	Nolan County, TX	10.3
Jim Hogg County, TX	4.2	Nueces County, TX	11.8
Jim Wells County, TX	12.5	Ochiltree County, TX	13.3
Johnson County, TX	10.3	Oldham County, TX	1.2
Jones County, TX	10.8	Orange County, TX	8.2
Karnes County, TX	11.2	Palo Pinto County, TX	14.3
Kaufman County, TX	12.0	Panola County, TX	12.4
Kendall County, TX	4.1	Parker County, TX	9.2
Kenedy County, TX	20.2	Parmer County, TX	12.5
Kent County, TX	3.7	Pecos County, TX	7.5
Kerr County, TX	10.0	Polk County, TX	13.1
Kimble County, TX	16.4	Potter County, TX	22.3
King County, TX	3.6	Presidio County, TX	17.5
Kinney County, TX	9.7	Rains County, TX	16.0
Kleberg County, TX	9.8	Randall County, TX	7.0
Knox County, TX	10.9	Reagan County, TX	8.4
Lamar County, TX	9.7	Real County, TX	6.7
Lamb County, TX	5.9	Red River County, TX	13.2
Lampasas County, TX	15.2	Reeves County, TX	16.2
La Salle County, TX	14.1	Refugio County, TX	9.5
Lavaca County, TX	8.0	Roberts County, TX	6.4
Lee County, TX	10.7	Robertson County, TX	16.5
Leon County, TX	10.8	Rockwall County, TX	12.4
Liberty County, TX	13.2	Runnels County, TX	10.3
Limestone County, TX	15.1	Rusk County, TX	11.2
Lipscomb County, TX	3.8	Sabine County, TX	9.0
Live Oak County, TX	8.5	San Augustine County, TX	5.9
Llano County, TX	12.8	San Jacinto County, TX	13.3
Loving County, TX	0.0	San Patricio County, TX	12.7
Lubbock County, TX	10.3	San Saba County, TX	9.3
Lynn County, TX	8.7	Schleicher County, TX	4.2
McCulloch County, TX	7.4	Scurry County, TX	10.0

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Shackelford County, TX	9.6	Duchesne County, UT	5.2
Shelby County, TX	16.3	Emery County, UT	5.6
Sherman County, TX	8.7	Garfield County, UT	3.5
Smith County, TX	10.3	Grand County, UT	4.3
Somervell County, TX	6.9	Iron County, UT	3.9
Starr County, TX	15.5	Juab County, UT	4.4
Stephens County, TX	7.4	Kane County, UT	3.8
Sterling County, TX	7.9	Millard County, UT	0.8
Stonewall County, TX	11.3	Morgan County, UT	1.9
Sutton County, TX	8.9	Piute County, UT	0.0
Swisher County, TX	14.7	Rich County, UT	5.7
Tarrant County, TX	14.0	Salt Lake County, UT	9.5
Taylor County, TX	11.6	San Juan County, UT	7.0
Terrell County, TX	4.3	Sanpete County, UT	8.8
Terry County, TX	14.8	Sevier County, UT	6.6
Throckmorton County, TX	7.3	Summit County, UT	5.4
Titus County, TX	7.4	Tooele County, UT	8.6
Tom Green County, TX	9.8	Uintah County, UT	7.7
Travis County, TX	13.1	Utah County, UT	6.7
Trinity County, TX	14.0	Wasatch County, UT	4.2
Tyler County, TX	9.8	Washington County, UT	5.4
Upshur County, TX	10.7	Wayne County, UT	0.0
Upton County, TX	4.9	Weber County, UT	9.7
Uvalde County, TX	17.8		
Val Verde County, TX	11.3	Vermont	8.7
Van Zandt County, TX	14.0	Addison County, VT	12.4
Victoria County, TX	8.7	Bennington County, VT	10.2
Walker County, TX	14.0	Caledonia County, VT	7.3
Waller County, TX	14.3	Chittenden County, VT	7.3
Ward County, TX	13.6	Essex County, VT	8.2
Washington County, TX	11.7	Franklin County, VT	7.2
Webb County, TX	15.1	Grand Isle County, VT	10.4
Wharton County, TX	10.6	Lamoille County, VT	8.8
Wheeler County, TX	2.2	Orange County, VT	8.2
Wichita County, TX	10.4	Orleans County, VT	11.6
Wilbarger County, TX	13.5	Rutland County, VT	8.3
Willacy County, TX	11.9	Washington County, VT	8.7
Williamson County, TX	8.1	Windham County, VT	12.6
Wilson County, TX	7.5	Windsor County, VT	6.7
Winkler County, TX	11.1		
Wise County, TX	12.7	Virginia	10.4
Wood County, TX	10.2	Accomack County, VA	13.4
Yoakum County, TX	10.3	Albemarle County, VA	10.5
Young County, TX	18.5	Alleghany County, VA	8.4
Zapata County, TX	11.2	Amelia County, VA	18.7
Zavala County, TX	21.7	Amherst County, VA	13.1
		Appomattox County, VA	8.0
Utah	7.9	Arlington County, VA	9.2
Beaver County, UT	2.1	Augusta County, VA	7.4
Box Elder County, UT	4.3	Bath County, VA	11.9
Cache County, UT	6.5	Bedford County, VA	6.2
Carbon County, UT	5.5	Bland County, VA	10.8
Daggett County, UT	5.5	Botetourt County, VA	6.3
Davis County, UT	7.1	Brunswick County, VA	12.9

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Buchanan County, VA	12.4	Patrick County, VA	12.5
Buckingham County, VA	7.4	Pittsylvania County, VA	11.0
Campbell County, VA	8.0	Powhatan County, VA	19.7
Caroline County, VA	13.4	Prince Edward County, VA	8.9
Carroll County, VA	10.9	Prince George County, VA	6.8
Charles City County, VA	12.3	Prince William County, VA	8.8
Charlotte County, VA	13.4	Pulaski County, VA	10.4
Chesterfield County, VA	7.2	Rappahannock County, VA	17.6
Clarke County, VA	20.5	Richmond County, VA	12.4
Craig County, VA	8.5	Roanoke County, VA	5.0
Culpeper County, VA	16.0	Rockbridge County, VA	22.1
Cumberland County, VA	11.2	Rockingham County, VA	16.3
Dickenson County, VA	8.9	Russell County, VA	14.2
Dinwiddie County, VA	10.8	Scott County, VA	9.6
Essex County, VA	18.1	Shenandoah County, VA	10.9
Fairfax County, VA	5.3	Smyth County, VA	17.0
Fauquier County, VA	9.7	Southampton County, VA	24.1
Floyd County, VA	3.9	Spotsylvania County, VA	11.1
Fluvanna County, VA	8.6	Stafford County, VA	10.8
Franklin County, VA	13.8	Surry County, VA	4.3
Frederick County, VA	10.5	Sussex County, VA	10.5
Giles County, VA	8.0	Tazewell County, VA	9.6
Gloucester County, VA	10.0	Warren County, VA	16.5
Goochland County, VA	11.9	Washington County, VA	10.4
Grayson County, VA	9.5	Westmoreland County, VA	16.4
Greene County, VA	13.4	Wise County, VA	12.7
Greensville County, VA	8.8	Wythe County, VA	12.2
Halifax County, VA	10.3	York County, VA	5.2
Hanover County, VA	7.7	Alexandria city, VA	18.7
Henrico County, VA	9.1	Bedford city, VA	25.1
Henry County, VA	17.1	Bristol city, VA	15.2
Highland County, VA	8.9	Buena Vista city, VA	11.3
Isle of Wight County, VA	9.4	Charlottesville city, VA	12.7
James City County, VA	8.4	Chesapeake city, VA	9.4
King and Queen County, VA	17.4	Clifton Forge city, VA	3.7
King George County, VA	12.8	Colonial Heights city, VA	13.7
King William County, VA	3.2	Covington city, VA	14.6
Lancaster County, VA	7.2	Danville city, VA	16.9
Lee County, VA	14.5	Emporia city, VA	12.8
Loudoun County, VA	8.3	Fairfax city, VA	5.7
Louisa County, VA	10.2	Falls Church city, VA	1.2
Lunenburg County, VA	9.0	Franklin city, VA	4.6
Madison County, VA	15.4	Fredericksburg city, VA	22.6
Mathews County, VA	4.0	Galax city, VA	15.6
Mecklenburg County, VA	8.9	Hampton city, VA	8.3
Middlesex County, VA	8.4	Harrisonburg city, VA	8.8
Montgomery County, VA	9.4	Hopewell city, VA	11.9
Nelson County, VA	22.2	Lexington city, VA	0.0
New Kent County, VA	8.5	Lynchburg city, VA	10.4
Northampton County, VA	12.5	Manassas city, VA	21.1
Northumberland County, VA	9.2	Manassas Park city, VA	14.9
Nottoway County, VA	10.7	Martinsville city, VA	19.4
Orange County, VA	8.2	Newport News city, VA	10.1
Page County, VA	18.0	Norfolk city, VA	17.4

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Norton city, VA	12.4	Whitman County, WA	5.6
Petersburg city, VA	18.1	Yakima County, WA	18.9
Poquoson city, VA	3.3		
Portsmouth city, VA	16.4	West Virginia	10.6
Radford city, VA	17.4	Barbour County, WV	12.0
Richmond city, VA	16.4	Berkeley County, WV	15.2
Roanoke city, VA	18.1	Boone County, WV	11.4
Salem city, VA	12.3	Braxton County, WV	23.2
South Boston city, VA	20.4	Brooke County, WV	3.5
Staunton city, VA	15.6	Cabell County, WV	10.8
Suffolk city, VA	11.4	Calhoun County, WV	7.6
Virginia Beach city, VA	8.6	Clay County, WV	6.8
Waynesboro city, VA	17.1	Doddridge County, WV	20.5
Williamsburg city, VA	24.0	Fayette County, WV	10.9
Winchester city, VA	17.6	Gilmer County, WV	10.2
		Grant County, WV	5.1
Washington	10.2	Greenbrier County, WV	14.4
Adams County, WA	15.1	Hampshire County, WV	11.1
Asotin County, WA	13.8	Hancock County, WV	4.9
Benton County, WA	11.2	Hardy County, WV	8.0
Chelan County, WA	13.0	Harrison County, WV	9.8
Clallam County, WA	12.1	Jackson County, WV	5.0
Clark County, WA	10.6	Jefferson County, WV	17.7
Columbia County, WA	6.5	Kanawha County, WV	9.6
Cowlitz County, WA	11.8	Lewis County, WV	7.8
Douglas County, WA	15.8	Lincoln County, WV	13.6
Ferry County, WA	16.1	Logan County, WV	13.1
Franklin County, WA	22.6	McDowell County, WV	16.1
Garfield County, WA	10.0	Marion County, WV	8.2
Grant County, WA	14.6	Marshall County, WV	9.6
Grays Harbor County, WA	14.8	Mason County, WV	10.0
Island County, WA	9.3	Mercer County, WV	12.1
Jefferson County, WA	12.5	Mineral County, WV	8.9
King County, WA	8.4	Mingo County, WV	18.3
Kitsap County, WA	8.1	Monongalia County, WV	9.4
Kittitas County, WA	12.8	Monroe County, WV	8.0
Klickitat County, WA	11.7	Morgan County, WV	11.5
Lewis County, WA	12.5	Nicholas County, WV	11.1
Lincoln County, WA	7.5	Ohio County, WV	10.4
Mason County, WA	19.1	Pendleton County, WV	9.6
Okanogan County, WA	14.9	Pleasants County, WV	10.7
Pacific County, WA	14.1	Pocahontas County, WV	9.6
Pend Oreille County, WA	12.6	Preston County, WV	6.9
Pierce County, WA	10.0	Putnam County, WV	8.0
San Juan County, WA	3.2	Raleigh County, WV	10.0
Skagit County, WA	12.0	Randolph County, WV	14.3
Skamania County, WA	7.4	Ritchie County, WV	14.7
Snohomish County, WA	9.3	Roane County, WV	9.5
Spokane County, WA	8.0	Summers County, WV	13.3
Stevens County, WA	5.6	Taylor County, WV	9.6
Thurston County, WA	7.6	Tucker County, WV	13.1
Wahkiakum County, WA	12.9	Tyler County, WV	8.3
Walla Walla County, WA	13.6	Upshur County, WV	13.0
Whatcom County, WA	6.4	Wayne County, WV	6.9

**Table C1.—Status dropout rates for persons 16 through 19, by state and county:
1990—(continued)**

State and county	Rate	State and county	Rate
Webster County, WV	17.7	Ozaukee County, WI	3.0
Wetzel County, WV	8.0	Pepin County, WI	4.1
Wirt County, WV	14.4	Pierce County, WI	4.9
Wood County, WV	8.3	Polk County, WI	3.0
Wyoming County, WV	8.2	Portage County, WI	4.3
Wisconsin	6.9	Price County, WI	4.9
Adams County, WI	11.0	Racine County, WI	7.9
Ashland County, WI	5.4	Richland County, WI	5.4
Barron County, WI	6.7	Rock County, WI	8.9
Bayfield County, WI	4.4	Rusk County, WI	3.5
Brown County, WI	6.5	St. Croix County, WI	4.5
Buffalo County, WI	3.7	Sauk County, WI	7.9
Burnett County, WI	6.1	Sawyer County, WI	7.6
Calumet County, WI	5.9	Shawano County, WI	7.4
Chippewa County, WI	5.6	Sheboygan County, WI	5.9
Clark County, WI	12.2	Taylor County, WI	7.4
Columbia County, WI	6.1	Trempealeau County, WI	4.2
Crawford County, WI	3.8	Vernon County, WI	11.4
Dane County, WI	5.4	Vilas County, WI	6.1
Dodge County, WI	6.2	Walworth County, WI	7.2
Door County, WI	3.7	Washburn County, WI	5.2
Douglas County, WI	5.5	Washington County, WI	4.4
Dunn County, WI	3.2	Waukesha County, WI	4.6
Eau Claire County, WI	6.6	Waupaca County, WI	6.7
Florence County, WI	3.3	Waushara County, WI	7.5
Fond du Lac County, WI	6.0	Winnebago County, WI	8.7
Forest County, WI	12.4	Wood County, WI	3.7
Grant County, WI	3.7	Wyoming	6.3
Green County, WI	4.1	Albany County, WY	7.1
Green Lake County, WI	6.3	Big Horn County, WY	5.6
Iowa County, WI	4.9	Campbell County, WY	5.0
Iron County, WI	7.1	Carbon County, WY	7.3
Jackson County, WI	7.3	Converse County, WY	4.6
Jefferson County, WI	7.0	Crook County, WY	1.7
Juneau County, WI	6.8	Fremont County, WY	7.9
Kenosha County, WI	9.6	Goshen County, WY	6.5
Kewaunee County, WI	6.5	Hot Springs County, WY	6.2
La Crosse County, WI	4.4	Johnson County, WY	4.0
Lafayette County, WI	4.9	Laramie County, WY	8.4
Langlade County, WI	6.2	Lincoln County, WY	3.7
Lincoln County, WI	6.7	Natrona County, WY	6.2
Manitowoc County, WI	4.6	Niobrara County, WY	1.3
Marathon County, WI	5.5	Park County, WY	7.6
Marinette County, WI	3.8	Platte County, WY	2.0
Marquette County, WI	9.8	Sheridan County, WY	4.9
Menominee County, WI	8.1	Sublette County, WY	7.3
Milwaukee County, WI	11.1	Sweetwater County, WY	5.5
Monroe County, WI	6.5	Teton County, WY	9.5
Oconto County, WI	6.7	Uinta County, WY	6.6
Oneida County, WI	4.5	Washakie County, WY	2.0
Outagamie County, WI	4.4	Weston County, WY	6.8

SOURCE: Unpublished tabulation of data from the 1990 U.S. Census Sample Detail File.

Table C2.—Status dropout rates for persons 16 through 19, by 250 largest cities and places: 1990

City	Rate	City	Rate
Birmingham city, AL	12.8	Sacramento city, CA	13.9
Huntsville city, AL	10.4	Salinas city, CA	23.6
Mobile city, AL	9.6	San Bernardino city, CA	22.2
Montgomery city, AL	11.3	San Buenaventura (Ventura) city, CA	10.8
Anchorage city, AK	9.4	San Diego city, CA	11.9
Chandler city, AZ	11.8	San Francisco city, CA	9.2
Glendale city, AZ	13.5	San Jose city, CA	13.9
Mesa city, AZ	10.7	Santa Ana city, CA	36.7
Phoenix city, AZ	17.9	Santa Clara city, CA	9.9
Scottsdale city, AZ	8.5	Santa Clarita city, CA	7.7
Tempe city, AZ	9.5	Santa Monica city, CA	8.1
Tucson city, AZ	16.1	Santa Rosa city, CA	12.6
Little Rock city, AR	10.3	Simi Valley city, CA	9.2
Anaheim city, CA	21.7	South Gate city, CA	20.7
Arden-Arcade CDP, CA	9.4	Stockton city, CA	13.2
Bakersfield city, CA	13.7	Sunnyvale city, CA	8.7
Berkeley city, CA	10.1	Thousand Oaks city, CA	5.2
Burbank city, CA	9.1	Torrance city, CA	5.8
Chula Vista city, CA	10.8	Vallejo city, CA	11.4
Citrus Heights CDP, CA	9.0	West Covina city, CA	8.6
Compton city, CA	24.0	Arvada city, CO	9.0
Concord city, CA	6.9	Aurora city, CO	7.8
Costa Mesa city, CA	19.4	Colorado Springs city, CO	9.5
Daly City city, CA	8.2	Denver city, CO	16.8
Downey city, CA	12.3	Fort Collins city, CO	9.1
East Los Angeles CDP, CA	23.5	Lakewood city, CO	9.7
El Cajon city, CA	15.4	Pueblo city, CO	12.6
El Monte city, CA	27.8	Bridgeport city, CT	20.7
Escondido city, CA	20.9	Hartford city, CT	21.6
Fontana city, CA	16.7	New Haven city, CT	16.7
Fremont city, CA	6.8	Stamford city, CT	6.5
Fresno city, CA	14.7	Waterbury city, CT	16.4
Fullerton city, CA	14.3	Washington city, DC	19.1
Garden Grove city, CA	18.9	Clearwater city, FL	9.8
Glendale city, CA	10.2	Fort Lauderdale city, FL	19.5
Hayward city, CA	12.3	Hialeah city, FL	16.3
Huntington Beach city, CA	10.9	Hollywood city, FL	14.1
Inglewood city, CA	17.3	Jacksonville city (remainder), FL	15.1
Irvine city, CA	2.1	Kendall CDP, FL	3.6
Lancaster city, CA	17.4	Miami city, FL	18.5
Long Beach city, CA	18.9	Miami Beach city, FL	17.1
Los Angeles city, CA	21.9	Orlando city, FL	19.4
Modesto city, CA	11.2	St. Petersburg city, FL	14.7
Moreno Valley city, CA	8.5	Tallahassee city, FL	9.0
Norwalk city, CA	19.9	Tampa city, FL	19.0
Oakland city, CA	14.7	Atlanta city, GA	15.8
Oceanside city, CA	18.7	Columbus city (remainder), GA	14.4
Ontario city, CA	26.3	Macon city, GA	16.9
Orange city, CA	19.4	Savannah city, GA	13.0
Oxnard city, CA	20.5	Honolulu CDP, HI	8.1
Pasadena city, CA	16.6	Boise City city, ID	10.3
Pomona city, CA	24.9	Aurora city, IL	19.4
Rancho Cucamonga city, CA	8.6	Chicago city, IL	17.0
Richmond city, CA	14.5	Peoria city, IL	10.0
Riverside city, CA	13.8	Rockford city, IL	16.8

Table C2.—Status dropout rates for persons 16 through 19, by 250 largest cities and places: 1990—(continued)

City	Rate	City	Rate
Springfield city, IL	10.0	Edison CDP, NJ	7.8
Evansville city, IN	15.0	Elizabeth city, NJ	16.3
Fort Wayne city, IN	13.6	Jersey City city, NJ	18.0
Gary city, IN	7.0	Newark city, NJ	18.2
Indianapolis city (remainder), IN	16.9	Paterson city, NJ	20.0
South Bend city, IN	17.4	Trenton city, NJ	23.0
Cedar Rapids city, IA	5.9	Albuquerque city, NM	10.5
Davenport city, IA	10.8	Albany city, NY	15.0
Des Moines city, IA	14.4	Buffalo city, NY	13.3
Kansas City city, KS	13.8	New York city, NY	13.1
Overland Park city, KS	4.7	Rochester city, NY	18.4
Topeka city, KS	13.8	Syracuse city, NY	18.8
Wichita city, KS	11.3	Yonkers city, NY	10.2
Lexington-Fayette, KY	13.7	Charlotte city, NC	13.5
Louisville city, KY	13.6	Durham city, NC	13.5
Baton Rouge city, LA	12.2	Greensboro city, NC	11.7
Lafayette city, LA	6.5	Raleigh city, NC	13.2
Metairie CDP, LA	7.5	Winston-Salem city, NC	12.8
New Orleans city, LA	13.2	Akron city, OH	10.5
Shreveport city, LA	10.7	Cincinnati city, OH	17.0
Baltimore city, MD	22.8	Cleveland city, OH	19.0
Boston city, MA	12.8	Columbus city, OH	15.7
Brockton city, MA	18.3	Dayton city, OH	19.3
Cambridge city, MA	8.7	Parma city, OH	5.9
Fall River city, MA	20.4	Toledo city, OH	10.5
Lowell city, MA	18.9	Youngstown city, OH	9.3
New Bedford city, MA	20.1	Oklahoma City city, OK	15.7
Springfield city, MA	19.5	Tulsa city, OK	12.0
Worcester city, MA	15.6	Eugene city, OR	8.9
Ann Arbor city, MI	6.3	Portland city, OR	13.8
Dearborn city, MI	8.1	Salem city, OR	15.8
Detroit city, MI	18.8	Allentown city, PA	13.0
Flint city, MI	15.4	Erie city, PA	12.7
Grand Rapids city, MI	17.1	Philadelphia city, PA	15.7
Lansing city, MI	13.7	Pittsburgh city, PA	12.6
Livonia city, MI	5.5	Providence city, RI	22.6
Sterling Heights city, MI	3.4	Columbia city, SC	10.0
Warren city, MI	11.3	Sioux Falls city, SD	9.0
Bloomington city, MN	4.1	Chattanooga city, TN	15.2
Minneapolis city, MN	15.2	Knoxville city, TN	18.1
St. Paul city, MN	10.6	Memphis city, TN	13.9
Jackson city, MS	9.3	Nashville-Davidson (remainder), TN	15.9
Independence city, MO	14.7	Abilene city, TX	12.8
Kansas City city, MO	12.8	Amarillo city, TX	16.4
St. Louis city, MO	20.7	Arlington city, TX	12.5
Springfield city, MO	16.5	Austin city, TX	15.5
Lincoln city, NE	9.2	Beaumont city, TX	12.0
Omaha city, NE	10.4	Brownsville city, TX	11.3
Las Vegas city, NV	16.3	Corpus Christi city, TX	11.2
Paradise CDP, NV	19.5	Dallas city, TX	20.0
Reno city, NV	19.2	El Paso city, TX	10.6
Sunrise Manor CDP, NV	16.4	Fort Worth city, TX	19.6
Manchester city, NH	17.6	Garland city, TX	11.9
Camden city, NJ	20.8	Grand Prairie city, TX	14.2

Table C2.—Status dropout rates for persons 16 through 19, by 250 largest cities and places: 1990—(continued)

City	Rate	City	Rate
Houston city, TX	17.5	Arlington CDP, VA	9.2
Irving city, TX	20.0	Chesapeake city, VA	9.4
Laredo city, TX	15.0	Hampton city, VA	8.3
Lubbock city, TX	10.3	Newport News city, VA	10.1
Mesquite city, TX	13.2	Norfolk city, VA	17.4
Midland city, TX	11.6	Portsmouth city, VA	16.4
Odessa city, TX	15.7	Richmond city, VA	16.4
Pasadena city, TX	18.4	Roanoke city, VA	18.1
Plano city, TX	6.0	Virginia Beach city, VA	8.6
San Antonio city, TX	13.1	Bellevue city, WA	4.4
Waco city, TX	14.9	Seattle city, WA	12.1
Wichita Falls city, TX	10.6	Spokane city, WA	10.1
Provo city, UT	7.0	Tacoma city, WA	14.1
Salt Lake City city, UT	14.5	Green Bay city, WI	9.4
West Valley City city, UT	12.8	Madison city, WI	6.9
Alexandria city, VA	18.7	Milwaukee city, WI	14.0

SOURCE: Unpublished tabulation of data from the 1990 U.S. Census Sample Detail File.

